



# Integrated **Skills in English** Learner's Book

**B1: Intermediate**



**Official**   
Study Material

**Your English. Your World.**

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## Authors

### Listening units

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Chiara is a teacher, teacher trainer and researcher in TESOL. She is the founder and manager of LanguagEd, a teacher training company, and she has worked in Spain, Italy and the UK. Her main interests are listening pedagogy, teacher cognition and access to higher education.

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Emma is a teacher and teacher trainer based in Ireland. She has over 20 years' experience across the UK, Europe, the Middle East and Asia. Her interests include teacher development, teaching listening and task-based learning. Outside teaching, she enjoys planning her next adventure and recreating dishes from her travels.

### Speaking units

#### Ross Thorburn

Ross is a teacher and teacher trainer with nearly 20 years' experience. He's worked with students of all ages, from kindergartners to business professionals, and loves designing role plays, developing speaking strategies and using artificial intelligence (AI) in teaching. When he's not teaching, he's busy learning Chinese!

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Karin is a teacher and teacher trainer based in China. She has taught a wide range of age groups and skill levels. She is fascinated by different languages and cultures and is always interested in learning new languages. Her main professional interests are teaching speaking, and teacher and trainer development.

### Reading units

#### Luis Carabantes

Luis Carabantes is a lecturer at Queen Mary University of London. He has taught English in Chilean schools and universities and worked as a teacher educator in Chile and the UK. His widely published research focuses on teacher education and materials development, helping to support effective learning.

#### Danny Norrington-Davies

Danny has been a teacher and teacher trainer for nearly 30 years and works at International House London. His interests in language teaching are emergent language, grammar, materials design and creativity. He enjoys creating materials and speaking at conferences, as well as learning about other languages and cultures.

### Writing units

#### Angelos Bolas

Angelos is an educator, teacher trainer and researcher. For the past 19 years he has worked in various educational sectors in different countries. He currently works as a learning experience designer. In his free time, Angelos writes books about society and culture.

#### Karen Capel

Karen is a teacher, teacher trainer and academic coordinator with over 20 years' experience. She specialises in educational leadership and teacher impact. As an author and editor, Karen enjoys creating both print and digital materials that inspire students and teachers alike.



# Introduction



This coursebook is designed to help you develop the four key English language skills: listening, speaking, reading and writing. You will practise and develop your vocabulary and grammar as you work through each unit. There are 40 units, divided into eight themed modules. The themes and characters reflect the rich diversity of our multicultural world.

This is a book that specifically develops language skills and strategies and therefore each module can be studied independently. This means you can focus on the areas relevant to your specific learning needs in any order, or work through the book unit by unit.

## Notes from the authors



### Listening

Chiara Bruzzano and Emma Meade-Flynn

Listening in English can often feel very challenging – like trying to understand a conversation underwater. In the listening units, you'll work on practical things that empower you to become a more confident and more successful listener, including:

- ▶ learning about key features of spoken language
- ▶ recognising words and phrases in fast speech
- ▶ recognising patterns in different types of conversations
- ▶ understanding your listening difficulties and finding solutions for them.

With practice and reflection, you'll gain more control over your listening skills so that you understand more of what you hear, and you don't feel underwater anymore.



### Speaking

Ross Thorburn and Karin Xie

Learning to speak is like learning to ride a bike – you can't do it without getting on and pedalling. The best way to learn to speak English is by speaking! In the speaking units, you'll find:

- ▶ real situations where you need English, whether you're in school or at work
- ▶ good speaking practices, including useful phrases, strategies and grammar structures
- ▶ chances to communicate with your peers through discussions and role plays, with preparation to help you feel ready
- ▶ opportunities to reflect, get feedback and improve.

Speaking English might be hard at first. But as you improve it will get easier, like riding downhill.



### Reading

Luis Carabantes and Danny Norrington-Davies

The reading units in this book are designed to help you become a more active and autonomous reader. To do this, you will find tasks to help you:

- ▶ identify different types of text and their different purposes
- ▶ respond to the content of the texts that you read
- ▶ identify typical features of different text types
- ▶ develop strategies for reading different types of text.

You will also be prompted to reflect on your learning and think about how the strategies you have used have developed your reading skills.



### Writing

Angelos Bolas and Karen Capel

The writing units in this book are designed to help you develop confidence in your writing by guiding you through each step of the writing process, including how to respond to other people's written messages. Using realistic and meaningful tasks, you will learn about:

- ▶ different types of writing
- ▶ key features of different text types
- ▶ strategies to build your independence as a writer.

You will also find useful checklists to support peer and self-correction, helping you take more control of your progress.



The audio for speaking and listening tasks can be downloaded via the link in your confirmation email, or from your account on the [ebook store](#).

## Using this book

### Module introduction page

Each module starts with an introduction to the topic of the module and some questions to discuss. We've used the CEFR\* to create a learning outcome for each unit, and these are outlined along with the skills you will develop. You can see a full list of the original CEFR statements and the adapted outcomes on page 124.

### 'Beyond the book' page

At the end of each module there's a group activity. You will use all four skills (listening, speaking, reading, writing) to research a topic and present the information you find out. This helps you use the learning from the whole module in a communicative and integrated way.

## Features of the units

### Audio

This symbol shows there's an audio track you should listen to.

Use the accompanying transcript to develop your listening skills. For example, noticing how sounds change, how pauses are used and how stress can change meaning.

### Skills focus

This tells you exactly what you'll be developing in the unit. This area of key learning is covered in the Skills focus box within each unit.

### Reflection

This section helps you think about what you have learnt in the unit and how you will use this outside the classroom. You can answer the questions in English, or your own language(s).

### Vocab builder

This provides extra vocabulary related to the topic of the module. You can study these as part of the unit, or start or finish the module with them. There is one per module.

### 1.2 Family and the home | Speaking

Focus: Using connecting phrases to talk about your home




**1 Introduction**  
At the top of the page is a picture of Nozomi. She's 15 years old and is from Japan. She's preparing to study abroad and wants to live with a host family.

**1.1** Imagine Nozomi is coming to stay with you. What could you tell her about your home? Why would this information be important to her?

**1.2** Compare your ideas with a partner.

**2 Mark's home**  
Mark and his family want to host Nozomi. He has made a recording for her about his home in Scotland.

**2.1** Look at the three photos below. What can you see? Which two things do you think Mark will talk about?

**2.2** Listen to Mark's recording. What are the two things he talks about?

**2.3** Listen again. How many places in his house does Mark mention?

**2.4** Would you like to stay with Mark and his family? Why (not)?

**3 Skills focus**  
Mark uses connecting phrases when he describes his home. These help the listener to understand what he's talking about. For example:  
*First, let me tell you about our garden.*  
He begins with the ordering word, *First* (1). He uses a connecting phrase (2) to introduce the topic. How Mark says these ordering words and connecting phrases is important. He pauses between the ordering word and the connecting phrase.

**3.1** How do you think Mark says the example sentence? Check with a partner.

**3.2** Look at the transcript on page 90.

**a.** Find the three ordering words and four connecting phrases (some are used more than once).

**b.** How do you think Mark says them? Add a slash (/) where he pauses.

**3.3** Listen to Mark and check your answers.

**3.4** Try to say the phrases like Mark.

**4.3** Practise reading out your message. Think about where to pause and which words to stress.

**4.4** Work in small groups. Read out your descriptions. How are they similar? How are they different?

**4.5** Do you think Nozomi would prefer to stay with Mark or Melissa? Why?

**5 Putting it together**  
**5.1** You want to record a short message to persuade Nozomi to stay with you.  
Step 1: Plan what you want to say about your home.  
Step 2: Decide the order of what you want to talk about.  
Step 3: Choose the ordering words and connecting phrases you can use.  
Step 4: Practise and record yourself.  
Step 5: Listen back to your recording and decide if you want to change anything.

**5.2** Work with a partner.  
Person A: You are a host. Tell your partner about your home. Answer any questions.  
Person B: You are Nozomi. Listen to your partner's description. Ask at least one question.  
Swap roles and repeat the exercise.

**5.3** Where do you think Nozomi would most like to stay? Why?

**6 Reflection**  
**6.1** Next time you describe something, what can you do to make your description as good as possible?

**6.2** In what other situations could you use the ordering words and connecting phrases in this unit?

**Family and the home | Vocab builder**

1. Use an image search to find the difference between these things:

**a.** a cooker and an oven  
**b.** a cupboard and a wardrobe  
**c.** a kettle and a boiler  
**d.** curtains and blinds  
**e.** a dishwasher and a washing machine  
**f.** a carpet, a rug and a mat

2. Use a bilingual dictionary. Find the English for at least three more objects in the home.

3. In what room(s) can you usually find these things?

\*CEFR = Common European Framework of Reference for Languages

# 1. Family and the home



## Get started

Look at the picture above.

1. What do you think the relationship is between the people?
2. Where are they?
3. What are they doing?
4. Do you like doing this with your friends and family?

## Do you know...?

In which country can you find Knap of Howar, one of the oldest known houses in the world?

- a China
- b Scotland
- c Peru
- d Nigeria

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	► Understand the main points of a monologue	► Predicting and listening more than once
	► Describe something familiar to you fluently	► Using connecting phrases to talk about your home
	► Understand short messages with a detailed account of events and experiences	► Understanding typical features of short, informal messages
	► Write a detailed description about something familiar	► Checking and improving emails before you send them

Check the answer to the 'Do you know...?' question on page 106.



# 1.1 Family and the home | Listening

Focus: Predicting and listening more than once



## 1 Introduction

- 1.1 We asked the people in the pictures below, 'What makes your family unique?'  
How do you think they will answer? Write a list of some words that you think they might say.



## 2 Listening for gist

- 2.1 01 Listen to the audio and match each speaker (1-4) to their picture above.
- 2.2 Which words did you hear that helped you match the speakers to the pictures?
- 2.3 How much did you understand of each speaker? Write 1, 2, 3 and 4 above the line (1 = speaker 1 etc).

Nothing

Everything

## 3 Skills focus

Predicting what people *might* say can help us understand what they *actually* say. You did this in task 1.

- 3.1 Look back at your list from task 1.1.  
Can you add any more words?

Another good strategy is to listen more than once. For example, we might ask people to repeat what they say in a conversation. Or we might watch a video more than once to check our understanding.

- 3.2 01 Listen again. How much did you understand of each speaker this time?  
Write 1, 2, 3 and 4 below the line.

- 3.3 We can use transcripts to help develop our listening skills. They support our understanding and show areas we can work on in the future. Look at the transcript on page 90.

- a. Underline any words or phrases you know but didn't hear.
- b. Underline any words or phrases you don't know but you want to remember in the future.





## 4 Putting it together

This is Paula with her family. She told us some positive and negative things about living with them.



**4.1** Below are some habits found in families. Order the habits from most annoying to least annoying.

- a Talking too much
- b Making a mess
- c Listening to loud music
- d Spending a long time in the bathroom
- e Forgetting to switch off lights

**4.2** Which two habits in 4.1 do you think Paula will mention?

**4.3** 02 Listen and check your predictions.

**4.4** 02 Listen again. Write notes on the positive and negative things Paula talks about.

**4.5** Compare your notes with a partner. Do you have the same ideas? Is there anything you found difficult to understand?

**4.6** Check the transcript on page 90. Which parts of the audio were difficult to understand? Why?

## 5 Useful language

**5.1** Some words that we use for family members are gender-neutral. Look at the transcript on page 90. Find all the words for family members and put them in the table below.

Gender-neutral	Female	Male
parent	mum	

**5.2** Check your answers on page 106.

**5.3** Do you know any other words for family members? Add them to the table.

## 6 Speaking

**6.1** What makes *your* family unique? Write down at least four ideas.

**6.2** Talk to a partner. Use your notes to share your ideas.

**6.3** Did they say anything that surprised you?

## 7 Reflection

**7.1** Which speaker was the most difficult to understand? What made it difficult to understand them?

**7.2** Which strategies from this unit will you use next time you listen to something in English?

## 1.2 Family and the home | Speaking

Focus: Using connecting phrases to talk about your home

### 1 Introduction

At the top of the page is a picture of Nozomi. She's 15 years old and is from Japan. She's preparing to study abroad and wants to live with a host family.



- 1.1 Imagine Nozomi is coming to stay with you. What could you tell her about your home? Why would this information be important to her?
- 1.2 Compare your ideas with a partner.

### 2 Mark's home

Mark and his family want to host Nozomi. He has made a recording for her about his home in Scotland.

- 2.1 What are the three photos below? Which two things do you think Mark will talk about?



- 2.2  03 Listen to Mark's recording. What are the two things he talks about?
- 2.3  03 Listen again. How many places in his house does Mark mention?
- 2.4 Would you like to stay with Mark and his family? Why (not)?


### 3 Skills focus

Mark uses connecting phrases when he describes his home. These help Nozomi understand what he's talking about. For example:

*First<sup>1</sup>, let me tell you about<sup>2</sup> our garden.*

He begins with the ordering word, *First* (1). He uses a connecting phrase (2) to introduce the topic.

How Mark says these ordering words and connecting phrases is important. He pauses between the ordering word and the connecting phrase.

- 3.1 Do you remember how Mark says the example sentence? Check with a partner.
- 3.2 Look at the transcript on page 90.
  - a. Find the three ordering words and three connecting phrases (some are used more than once).
  - b. How do you think Mark says them? Add a slash (/) where he pauses.
- 3.3  03 Listen to Mark and check your answers.
- 3.4 Try to say the phrases like Mark.

## 4 Melissa's home

Melissa and her family also want to host Nozomi. Melissa has prepared some notes to record a message to describe her family home.

- 4.1 Look at Melissa's notes on the right. Why is it important for Nozomi to know these things about Melissa's home?
- 4.2 Imagine you are Melissa. Use the notes to write the message you will record for Nozomi. Use the information and language from the Skills focus box.
- 4.3 Practise reading out your message. Think about where to pause and which words to stress.
- 4.4 Work in small groups. Read out your descriptions. How are they similar? How are they different?
- 4.5 Do you think Nozomi would prefer to stay with Mark or Melissa? Why?



## 5 Putting it together

- 5.1 You want to record a short message to persuade Nozomi to stay with you.  
 Step 1: Plan what you want to say about your home.  
 Step 2: Decide the order of what you want to talk about.  
 Step 3: Choose the ordering words and connecting phrases you can use.  
 Step 4: Practise and record yourself.  
 Step 5: Listen back to your recording and decide if you want to change anything.
- 5.2 Work with a partner.  
 Person A: You are a host. Tell your partner about your home. Answer any questions.  
 Person B: You are Nozomi. Listen to your partner's description. Ask at least one question.  
 Swap roles and repeat the exercise.
- 5.3 Where do you think Nozomi would most like to stay? Why?

## 6 Reflection

- 6.1 Next time you describe something, what can you do to make your description as good as possible?
- 6.2 In what other situations could you use the ordering words and connecting phrases in this unit?

### Family and the home | Vocab builder

1. Use an image search to find the difference between these things:
  - a. a cooker and an oven
  - b. a cupboard and a wardrobe
  - c. a kettle and a boiler
  - d. curtains and blinds
  - e. a dishwasher and a washing machine
  - f. a carpet, a rug and a mat
2. Use a bilingual dictionary. Find the English for at least three more objects in the home.
3. In what room(s) can you usually find these things?

## 1.3 Family and the home | Reading

### Focus: Understanding typical features of short, informal messages

#### 1 Introduction

1.1 Match the types of families with the pictures.

- |                     |                        |
|---------------------|------------------------|
| a extended family   | b single-parent family |
| c child-free family | d same-sex family      |
| e stepfamily        | f grandparent family   |



1.2 Do you know of any other types of family?

#### 2 Dan's DMs

Dan and Emily (Em) are friends. Read their direct messages (DMs) about Dan's holiday in Chile to visit his boyfriend's family.

2.1 Is Dan enjoying his trip?

2.2 Read the DMs again. Underline the parts of the text that show what Dan thinks about the following:

- ▶ speaking and understanding Spanish
- ▶ Lucho's mum
- ▶ Lucho's extended family
- ▶ his own family

2.3 Discuss your answers with a partner.  
Are they the same?

2.4 How is Dan's family different to Lucho's?

**Dan:** Hey Em, how was your New Year? Ours was good but, OMG, Lucho's family is complicated – it's so much bigger than mine!

You know my family... just me, my bro, mum and dad, my two really nice aunties and my bro's son, that's it! In two weeks I have met maybe 6 or 7 aunties and uncles (and there are way more) and probably 10 or 15 cousins and their children and pets. There are 2 aunties called Nancy, and a lot of people have more than one name. Like Lucho's cousin Guero is actually called Diego. 😬

Also, a brother of Lucho's dad married a sister of Lucho's mum – so the connection between the two families is double. There's loads of names and details to remember, like who has fallen out with who at the moment! I thought of drawing a family tree, but instead I'm remembering it by pretending it's a telenovela. Lol!

**Em:** Wow 😬 that family is huge! We're good here, thanks. I spent New Year's Day with mum and Calvin... but tell me more about Chile, how is your Spanish?

**Dan:** My Spanish is excellent!...JK. It isn't so great and nobody speaks English, plus the Chilean accent is very strong. But that's fine, I don't expect them to speak English obv's! Lucho's mum has been so warm and welcoming – very like my mum in some ways. When she speaks to me, SHE SPEAKS REALLY LOUDLY AND SLOWLY AS IF THE WORDS I DON'T UNDERSTAND WILL MEAN SOMETHING WHEN SHE SAYS THEM LIKE THIS. Lol!

**Em:** Lol, that's hilarious! 😂😂😂

**Dan:** Yes, it's SO funny. And actually, it does help when she speaks slowly! I'm mostly finding that I shouldn't worry about making mistakes. It's better to say something wrong but be understood than not say anything at all!

**Em:** Yeah, absolutely... I'm sure your Spanish isn't so bad...

**Dan:** Right, we're off to meet the alpacas 😬 (which belong to another completely unrelated but equally enormous family!). Chat soon! Dan x

**Em:** Bye! Lots of love. X





### 3 Skills focus

We often use short messages to stay in touch with friends and family and to share news and stories. We usually use an informal, friendly style.

Dan and Em both use abbreviations to help them to type more quickly.

**3.1** What do you think the following abbreviations mean?

- a. Lol
- b. OMG
- c. JK
- d. obvs

**3.2** The writers often use CAPITALS to show emotion and so we can 'hear' their voice.

Why did Dan use capitals when he wrote 'Yes, it's SO funny'. How do you think he would say this?

**3.3** They also use emojis and symbols. For example, Dan uses 'x' to send a kiss to Em.

What emojis did Dan and Em use? Why did they use them? What do they mean?

**3.4** Look at the text again. Can you find anything else that shows that the messages are informal?

### 4 Lucho's DMs

Lucho has messaged his friend Manu about his trip to Chile with Dan. Read their messages.

**4.1** What does Lucho say about the following?

- ▶ the holiday in Chile
- ▶ his mum
- ▶ Dan's Spanish

**4.2** Compare answers with a partner.

**4.3** What features from the Skills focus box can you find in these DMs?

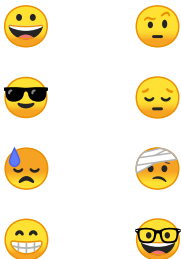
**4.4** Why does Lucho write 'soooo' in his first message to Manu?

### 5 Engaging with the text

**5.1** Work with a partner. Imagine what other things Lucho and Manu might talk about. Student A is Lucho. Student B is Manu. Continue the chain of informal DMs.

### 6 Reflection

**6.1** Choose one emoji that reflects how you feel about your ability to understand short, informal messages. Explain why you chose it.



**6.2** Where can you find short, informal messages outside the classroom?

**Lucho:** Hey Manu! Long time! How are things? Dan and I came back from Chile last night and we're soooo tired!

**Manu:** Hi Lucho! So good to hear from you. Glad you're back. How long were you in 🇨🇱 ?

**Lucho:** About a month. We did so much stuff. We started in Santiago visiting some friends and then flew south to stay at my mum's (she loved Dan, everyone did, obvs!). We tried to make the most of the Chilean summer. There are so many lakes at home, so we went to a different one every day.



**Manu:** So jealous, I LOVE swimming! What else did you do?

**Lucho:** We also went on day trips to nearby towns and met some of my cousins and friends – Dan must've found it really hard to keep up with so many names! I had to do a lot of translating as well because Dan's Spanish isn't great. He did try to communicate, but sometimes they forgot Dan's Spanish wasn't great and spoke so fast. My mum, though, tried really hard, and often spoke slowly and very loud, I mean, REALLY loud lol.

**Manu:** Oh... poor Dan! But glad you were there to translate for him! 😊

## 1.4 Family and the home | Writing

Focus: Checking and improving emails before you send them

### 1 Introduction

1.1 How often do you send written messages to your family? What do you usually write about?

### 2 Responding to an email

2.1 Read the emails below. What do you think the relationship is between the writer and the reader in each?

Email A

Hey Max!

How are things?

Your friend Harry is in my English class this year – I've seen his name on the list – but I'm not sure I'll recognise him! I haven't seen him for a long time... Was he the one with blond hair and glasses? He was a bit shy, right?

Can you tell me more about him so I can say hello, please?

Thanks! 😊

Santi

Email B

Hi Jen,

Mum told me you passed all your exams – congrats! 🎉

I'm really looking forward to visiting you next week. Can't wait to catch up with you and Nick and tell you all about my summer holidays!

Mum tells me you've decorated one of your rooms – I'm curious! What does it look like now?

Speak soon,

Dani

Email C

Hi Liz,

I'm going to enter a writing competition, and I need to write about someone in my family. Guess what? I chose you! 😄

I need to write a description of your appearance and personality (that's easy!) but also a description of your favourite room in your house and what you usually do there. Would you mind sending me a quick description so I can include it in my essay?

Thanks a bunch!

Mel

2.2 These are all informal, short emails. Underline other examples of the typical features below:

- Greetings: Hey
- Contractions: I've
- Informal phrases: How are things?
- Direct questions: Was he the one with blond hair and glasses?
- Exclamation marks: !
- Emojis: 😊

2.3 What information do Max, Jen and Liz have to include in their reply?

2.4 Imagine you are Max, Jen or Liz. Write a short, draft reply to the email you received.

**3.1** Look at the adjectives below. We use some to describe rooms and some to describe people. We can use some to describe both, but the meaning might change. Complete the table.

bright	generous	comfortable	spacious	tidy	weird
reliable	old-fashioned	sociable	messy	optimistic	ambitious

Rooms in a house	Both	People
	bright ► intelligent (person) ► not dark (room)	

**3.2** Add at least two more words to each list.

**3.3** When you describe a room, you might need to say where things are. Choose the correct preposition of place in the following sentences.

- There's a big window opposite / next the door.
- My desk is next / between to the bed.
- I have a lamp and some books on / between my night table.
- Most of my clothes are between / in the wardrobe.
- My desk is between / in my bed and the window.

### 3.4 What other prepositions of place can you use to describe things in a room?

## 4 Skills focus

Before we send emails and messages, we often check them carefully, adding details or taking things out. This can help to make the text clearer.

**4.1** Look at your draft email from 2.4. What vocabulary from task 3 can you use to make your text clearer?

We can ask other people for feedback to help us improve our texts. They can:

- ▶ tell us what they think is good and bad about our text
- ▶ say where things don't make sense to them
- ▶ suggest changes.

## 5 Giving feedback

### 5.1 Swap draft emails with a partner. Read their email carefully. Think about the following:

- Is it easy to understand?
- Do the ideas make sense?
- Have they answered the questions in detail?
- What can be added/removed?

**5.2** Give feedback to your partner. Tell them what you like about their email and the things you don't understand. Suggest possible changes.

Example:

*I like how you used lots of descriptive words, but this sentence is difficult to understand. Maybe you could make it shorter or make two sentences.*

### 5.3 Use your partner's feedback to improve your email.

## 6 Reflection

**6.1** How often do you check the messages you write in your own language(s) before you send them?

## 6.2 How can Artificial Intelligence (AI) help you improve your draft emails and messages in your language(s) and in English?

## 1.5 Family and the home | Beyond the book

### Focus: Integrating skills



#### 1 Research

- 1.1** In small groups, research a famous family. You can choose any famous family from anywhere in the world. They might be celebrities, sports people, politicians, writers, etc. If you need some guidance, search for 'famous families' online or ask your teacher.

When you research, find out:

- ▶ Who the family is
- ▶ Who in the family is famous
- ▶ Why they are famous
- ▶ Where they are from
- ▶ Any other interesting facts

- 1.2** Together, answer these questions:

- ▶ Do they deserve to be famous? Why (not)?
- ▶ Would you like to be part of this family? Why (not)?

#### 2 Plan

Decide how you want to present what you find out to the rest of the class. You could do this in many different ways, for example:

- ▶ Make a short video
- ▶ Design a factsheet
- ▶ Write a short biography
- ▶ Give a presentation to the class

#### 3 Present

Share the information with the class.

#### 4 Give feedback

Give feedback to another group on their research. Which family member would you like to know more about? Why?

## Module reflection

- 1.** Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Understand the main points of a monologue
- ▶ Describe something familiar fluently
- ▶ Understand short messages with a detailed account of events and experiences
- ▶ Write a detailed description about something familiar

- 2.** Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Predicting and listening more than once			
Using connecting phrases to talk about my home			
Understanding typical features of short, informal messages			
Checking and improving emails before I send them			



## 2. School



### Get started

Look at the picture above.

1. Which subject do you think these students are studying?
2. Do you think they are enjoying the lesson? Why (not)?
3. What year or grade are they in?
4. How similar is this classroom to yours?

### Do you know...?

Shishi High School in China is thought to be the oldest school in the world. When was it first built?

- a 141 BCE
- b 119 CE
- c 597 CE
- d 724 CE

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	► Understand the main points made by someone speaking about school	► Understanding stressed words in a sentence
	► Give your opinion and agree/disagree politely	► Using stronger and weaker phrases to agree/disagree
	► Understand messages about events and experiences	► Understanding problems and suggestions on an online forum
	► Write a short, formal email	► Making polite suggestions based on other people's ideas

Check the answer to the 'Do you know...?' question on page 108.

## 2.1 School | Listening

### Focus: Understanding stressed words in a sentence

#### 1 Introduction

- 1.1 What is the best thing about school? What is the worst?
- 1.2 What is the difference between the words below? Explain to a partner.

- ▶ Geography / History
- ▶ grades / marks
- ▶ lesson / subject
- ▶ Literature / Languages
- ▶ Science / Biology
- ▶ elementary school / high school


#### Example:

Geography is when we study nature and different places.  
History is when we study things that happened in the past.

#### 2 Listening to a podcast


You're going to listen to a podcast called *School Days*. The presenter interviews people about their experiences of school. Today's question is:

'When you were in high school, did you have a favourite subject or teacher?'

- 2.1  04 Listen to Helen and Anton answer the question. Write notes about what they say in the table below.



Helen	Anton

- 2.2  04 Listen again. Add extra information to your notes.
- 2.3 Compare your ideas with a partner. Did you hear the same information?
- 2.4 Look at the transcript on page 91. Is there anything that was difficult to understand? What information did you miss?
- 2.5 Listen and read at the same time. What is still difficult to understand? Why?



### 3 Skills focus

Helen doesn't say every word with the same stress. She stresses the important words by saying them a bit louder and longer. Listening for these stresses can often help us understand the main ideas.

**3.1** **05** Listen to how Helen says the sentences below. How does she say the underlined words?

*'I think my favourite subject / was art. // It wasn't my best subject, / but I had an amazing teacher, / and I always looked forward to it.'*

Speakers also organise their ideas into groups of words. They often put a very small pause between these groups of words. These pauses can be short (/) or longer (/ /).

**3.2** **05** Listen to Helen again. Try to copy how she speaks.

### 4 Useful language

**4.1** Look at the sentences below. Can you remember who says these things? What are they talking about? Use the transcript for track 04 on page 91 to check.

- I **used to be** terrible at it.*
- I remember, I **would often** spend my free periods in the art room.*
- I **was always** getting into trouble in class.*

**4.2** Look at the structures in bold.

- What do they have in common?
- How are they different from each other?
- Why do the speakers use these phrases?

**4.3** What habits did you have at school when you were younger? Make at least one sentence for each structure in 4.1.

**Example:**

*I would often spend hours practising the piano.*

**4.4** Share your sentences with a partner. What do you have in common?



### 5 Putting it together

Another guest on the podcast, Niya, answers the same question.

**5.1** **06** Listen to the first part of Niya's answer. What subject did she like most? Why?

**5.2** **06** Listen again and try to write down exactly what Niya says. Listen at least three times. Focus on the stressed words first, then write down the other words around it.

**5.3** **07** In the second part of Niya's answer, she tells a short story about high school. Listen and make notes on the main points of the story.

**5.4** **06** **07** Listen again and check your ideas. Focus on the stressed words as these are the key words in the story.

**5.5** Work with a partner. Together, try to retell the story in as much detail as possible.

**5.6** Check the story using the transcripts on page 91. Are there any key ideas you didn't hear?

**5.7** **06** **07** Read the transcripts as you listen again. What makes some ideas difficult to understand? Consider, for example, pronunciation and new vocabulary.

### 6 Reflection

**6.1** When speaking in your language(s), do you stress the most important words?

**6.2** How can we practise listening for stress and pauses outside the classroom?



## 2.2 School | Speaking

Focus: Using stronger and weaker phrases to agree/disagree

### 1 Introduction


Imagine you go to an international school. You study all your subjects in English and the other students at the school come from all around the world.

- 1.1 Which subjects would be the easiest to study in English? Why?
- 1.2 Which subjects would be the most difficult to study in English? Why?
- 1.3 What are the advantages and disadvantages of doing all your homework in English?

### 2 Listening to a conversation



This is Kiba. She goes to an international school. She got a low grade from her teacher, Ms Lee, because she didn't do her homework. She is asking Ms Lee to change her grade.

- 2.1 What do you think Kiba could say to persuade Ms Lee to change her grade? Do you think this will work?
- 2.2  08 Listen and check your ideas.
- 2.3 What does Ms Lee agree to do? Do you think this is fair? Why (not)?

### 3 Skills focus

In their conversation, Kiba and Ms Lee don't always agree.

However, they use phrases to show they are listening to each other's ideas. For example, Ms Lee says:

*'I understand what you're saying, but you should have planned your time better.'*

- 3.1 Look at the transcript on page 92. Find four more phrases that the speakers use to show they are listening.  
These phrases are often followed by a pause and then 'but'. This shows the speaker is going to disagree or give another opinion.
- 3.2 Practise saying the phrases you found in the transcript. Remember to pause before 'but'.

### 4 Useful language

- 4.1 Look at the transcript on page 92 again. Find the one phrase used to agree and the three used to disagree. Write them in the table below.

Disagree	Agree





- 4.2** Add any more phrases you know for agreeing and disagreeing to the table.
- 4.3** Which of these phrases would you use with a teacher? Which phrases would you use with a friend? Why?
- 4.4** Kiba's friends, Sara and Alexei, are talking about the food available at their school. Complete the dialogue using the choices below:
- ▶ what you're saying
  - ▶ agree
  - ▶ be wrong
  - ▶ not so sure
  - ▶ a fair point
  - ▶ necessarily

**Sara:** The selection of food available at school is terrible! The school needs to stop selling chocolate and snacks and start selling fruit and sugar-free options.

**Alexei:** I'm (1) \_\_\_\_\_ about that. I think students should have the freedom to choose what they want to buy.

**Sara:** Well, I see (2) \_\_\_\_\_, and I (3) \_\_\_\_\_ that choice is important, but a lot of students don't have healthy food at home.

**Alexei:** Not (4) \_\_\_\_\_. I eat healthily at home. I don't think it's the school's job to tell us what to eat.

**Sara:** Well, that's (5) \_\_\_\_\_. I may (6) \_\_\_\_\_, but I still think having some healthy options wouldn't hurt.

**4.5** Check your answers on page 108.

**4.6.** Practise saying the dialogue with a partner.

## 5 What's your opinion?

- 5.1** Do you agree or disagree with the statements below? Write 'A' if you agree and 'D' if you disagree.
- ▶ Schools should serve only healthy meals.
  - ▶ The school day should start later.
  - ▶ Students should wear school uniforms.
  - ▶ Students should be allowed to use phones in class.
  - ▶ Teachers should give homework after every lesson.
  - ▶ It's OK to use AI when you do homework.
- 5.2** Choose two statements you feel strongly about. Think carefully about why you agree or disagree with the statement.
- 5.3** Share your ideas with a partner.

## 6 Putting it together

- 6.1** Work with a partner. Person A, turn to page 83. Person B, turn to page 87.

Step 1: Read the role card (school). Plan what you will say in your role.

Step 2: Talk to your partner in your role.

Step 3: After the role play, list what you and your partner said:

- ▶ to show you were listening
- ▶ to agree/disagree.

- 6.2** Work with the same partner. Person A, turn to page 83. Person B, turn to page 87. Repeat the steps in 6.1 with the new role-play cards (work).

- 6.3** Think about both role plays. Complete the boxes below.

### 1. How we disagreed

### 2. How to disagree more politely

## 7 Discussion

- 7.1** Look again at the statements in task 5. Find someone who disagrees with your opinion. Try to persuade them to change their mind. Use the language from the unit.

## 8 Reflection

- 8.1** How do you show you are listening to someone in your language(s)?
- 8.2** Which phrases in this unit would you like to use more in the future?

## 2.3 School | Reading

### Focus: Understanding problems and suggestions on an online forum

#### 1 Introduction

1.1 There are many ways to prepare for an exam. Which are the most useful? Which are the least useful? Why?

Take lots of breaks	Set clear goals	Get a study-buddy	Turn off your phone	Start studying early
Make a timetable of what you need to do	Listen to background music	Stay calm and positive	Stretch or do short exercises	Do breathing exercises

1.2 Share your ideas with a partner. Do you have similar opinions? Why (not)?

#### 2 A class forum

2.1. Read the forum post below and answer the questions.

- What problem is Dawn having?
- How is it making her feel?
- Why is she writing this post?



**Dawn** · 6hrs ago Original poster

I am in the last year of school, and I am worried about studying for my end of year exams.

I try my best and I have done well in all my classes at school, but I find it very difficult to motivate myself to start studying when I'm at home. I am easily distracted by other things that stop me doing my work, like notifications on my phone or noise in the house, or music and conversations outside. My family are supportive and they tell me I can do it. But they think the problem is my phone and the internet, so they are always telling me to turn off my phone and laptop and do my work offline.

What they don't know is that I like to use the internet to find useful information because everything I need is there. I also need to look for information online because my notes from class are not always very clear or I've lost them.

Can anyone give me some advice about how I can start studying and what I can do to help me concentrate?  
Thanks!

#### 3 Skills focus

To understand Dawn's problems, we need to read what she has written very carefully. She tells us the problem and then gives us more information to help us better understand. This is common when writing and talking about our problems.

##### Examples

Problem	More information
I find it difficult to motivate myself.	I am easily distracted.
Problem	More information
They are always telling me to turn off my phone and laptop.	I like to use the internet to find useful information.

3.1 What other problem does Dawn describe? What extra information does she give about the problem?



## 4 Responding to the forum question

4.1 Read the replies to Dawn's forum post. Do you think each writer gives helpful advice? Why (not)?



**Benoit** · 5hrs ago

You sound like me when I was at school. I was easily distracted by my phone, but I found a study-buddy who helped me a lot. He stopped me from getting distracted by finding and opening useful websites for me. He also told me when to take a break or when to move around. It really helped me focus.



**Andi** · 4hrs ago

It's hard for some students to sit still, so don't try to fight it. Don't always sit on a chair or work at your desk. Move around or study standing up. You could walk around while you are reading, or you could sit on an exercise ball. This helps you move in a calm way and helps you focus more on what you are doing.



**Rhonda** · 4hrs ago

Some students have teachers who understand this problem, so maybe you could ask your teacher to give you some notes from the classes. Be honest. Just tell your teacher you have lost your notes.



**Jack** · 3hrs ago

I recommend using a timer. First, choose a task you have to do. Then, set a timer for 25 minutes. Do the task until the timer goes off, then take a five-minute break. Every time you do a task, take a longer break as a reward.



**Nacho** · 1hr ago

It's good that your family is supportive, but I don't think they really understand the problems you are having. You are not studying in the 'wrong way'. You study in a different way. Your parents should do some research into students with learning differences so they can understand what you need more.

4.2 Read the suggestions again and complete the table.

Which writer...	Answer
a. thinks that Dawn should talk to her teacher?	
b. thinks Dawn should make changes to where she studies?	
c. talks about their experience as a student?	
d. suggests Dawn organises her time differently?	
e. is critical of what some people think?	
f. suggests Dawn asks someone for help?	

4.3 Which writer gives the best advice? Why do you think so?

## 5 Language analysis

5.1 Look at the suggestions from the text. Which sound very direct? Which sound less direct?

Suggestion 1: Move around or study standing up.

Suggestion 2: Maybe you could ask your teacher to give you some notes.

Suggestion 3: I recommend using a timer.

Suggestion 4: Your parents should do some research into students with learning differences.

## 6 Reflection

6.1 Why is it important to give examples when writing about problems?

6.2 What kinds of problems are described in online forums that you use?

## 2.4 School | Writing

Focus: Making polite suggestions based on other people's ideas

### 1 Introduction

Class representatives are students who share the views and opinions of students with their teachers or the school management.

- 1.1 Do you think this is a good system? Why (not)?
- 1.2 What do you think students might want to discuss or complain about?
- 1.3 How can they share their ideas with the class representative?

### 2 The class forum

Look at the online forum below. Some students have written messages about things they like about their school. Others have written about things they think need to improve.

- 2.1. Which posts are positive? Which posts suggest improvements?



**Cora (Class 9B)** · 8hrs ago

I think our school needs new science equipment. The equipment is old, and it's difficult to do the advanced experiments we learn about.

👍 10 🗨 1



**James (Class 11C)** · 7hrs ago

I really enjoy all the different games and after-school activities. From sports to arts, there is something for everyone. It is great for exploring new interests and developing skills outside the classroom.

👍 6 🗨 0



**Rohit (Class 9A)** · 7hrs ago

I wish the school could keep the library open for longer, especially during exam periods. Having more time to study in a quiet environment would be very helpful for many of us trying to balance sports and studying.

👍 23 🗨 2



**Anonymous** · 3hrs ago

It is important for students to have access to healthy, nutritious meals, helping us stay focused throughout the day, so our cafeteria should have healthier choices.

👍 26 🗨 12



**Zara (Class 10A)** · 3hrs ago

Our teachers work really hard – it's great. They make sure we understand the material, offering extra help when needed. Their support makes a huge difference – it really helps us learn.

👍 3 🗨 2



**Anonymous** · 1hrs ago

I agree with you Zara. But they give us WAY too much homework. There's too much to do and I can't keep up!

👍 32 🗨 1

- 2.2 Focus on the posts that describe problems. What solutions can you suggest?

**Example:**

Problem: Unhealthy food options in the cafeteria.

Solution: Ask teachers and students to suggest healthy food options to add to the menu.

- 2.3 Share your ideas with a partner.



### 3 Useful vocabulary

- 3.1** Look at the phrases in bold in the suggestions below. Which phrases would you use with a friend? Which would you use with a teacher or principal?
- Why don't you** employ more people to work in the library and keep it open longer?
  - I reckon you should** include healthier options for lunch.
  - You might want to consider** keeping the library open for longer.
  - Ask** the cafeteria staff to suggest a healthier menu.
  - It might be a good idea** to organise an event to raise money to buy new science equipment.
  - I would suggest** having more salad options for lunch.

### 4 Skills focus

When we write something, we need to think about who will read it. This helps us to choose the best style to use. For example, when we write to a friend we write differently to when we write to a manager, a customer or a teacher.

#### Example:

I reckon you should organise an event to raise money. **(informal)**

It might be a good idea to organise an event to raise money. **(formal)**

- 4.1** Do you know any other expressions for making suggestions?
- 4.2** Are these formal or informal?

### 5 Writing to the principal

- 5.1** Imagine you are the class representative. Use your suggestions from 2.2 to complete this short email to the school principal. Explain what the problems are. Suggest some possible solutions to these problems.

To

Principal Marchand

Cc Bcc

Subject

Some ideas

Dear Principal Marchand,

There have been some ideas on the school forum recently that I would like to share with you.

...

Kind regards,

Class representative

- 5.2** Swap emails with a partner. Use the peer-review questions on page 84 to give feedback on your partner's email.

- 5.3** Make changes to your email using your partner's feedback.

### 6 Reflection

- 6.1** How do you make formal and informal suggestions in your language(s)?
- 6.2** How did the feedback from your partner help to improve your email? Would you use the peer-review questions again?

### School | Vocab builder

- 1.** Match the verbs to the nouns to make common collocations. There may be more than one correct answer.

- |                  |              |
|------------------|--------------|
| 1. mark          | a essays     |
| 2. do            | b homework   |
| 3. pass          | c an exam    |
| 4. graduate from | d university |
| 5. ask           | e a test     |
| 6. take          | f questions  |
| 7. make          | g notes      |
|                  | h friends    |

- 2.** What other verbs collocate with these nouns?

- 3.** For each verb-noun collocation, decide whether a teacher or a student usually does this.

**Example:** A student writes essays, a teacher marks essays.



## 2.5 School | Beyond the book

### Focus: Integrating skills



#### 1 Research

1.1 In small groups, research schools in another country.

Find out:

- ▶ What age children start and finish school
- ▶ When schools open and close (times, days, months)
- ▶ How much holiday students get each year
- ▶ When students have holidays
- ▶ What happens at lunchtime
- ▶ What happens after school
- ▶ Any other interesting facts

1.2 Together, answer these questions:

- ▶ How similar is this to schools in your country?
- ▶ Would you like to go to school in this country? Why (not)?

#### 2 Plan

Decide how you want to present what you find out to the rest of the class. You could do this in many different ways, for example:

- ▶ Create a poster
- ▶ Write an article
- ▶ Design an infographic
- ▶ Give a presentation to the class

#### 3 Present

Share the information with the class.

#### 4 Give feedback

Give feedback to another group on their research. Do you think someone from that country would like to go to school in *your* country? Why (not)?

## Module reflection

1. Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Understand the main points made by someone speaking about school
- ▶ Give my opinion and agree/disagree politely
- ▶ Understand messages about events and experiences
- ▶ Write a short, formal email

2. Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Understanding stressed words in a sentence			
Using stronger and weaker phrases to agree/disagree			
Understanding problems and suggestions on an online forum			
Making polite suggestions based on other people's ideas			

### 3. Travel and transport



#### Get started

Look at the picture above.

1. Where do you think the person is?
2. Where might they be going?
3. How are they feeling?
4. Have you been in a similar situation? When?

#### Do you know...?

These are five of the smallest countries in the world. Can you put them in order from smallest to largest?

- a Nauru
- b Vatican City
- c Tuvalu
- d San Marino
- e Monaco

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	► Follow the main points of extended discussions	► Understanding negatives in a conversation to help you follow main points
	► Deal with common problems connected to travel	► Asking for help using phrases with polite intonation and stress
	► Read and understand factual texts	► Understanding a travel guide and exchanging information
	► Describe a recent trip (real or imaginary)	► Signalling a change from positive to negative ideas or experiences

Check the answer to the 'Do you know...?' question on page 109.

## 3.1 Travel and transport | Listening

Focus: Understanding negatives in a conversation to help you follow main points

### 1 Introduction


Pictures 1 to 3 are from Achill Island, West Ireland. Look at the pictures and answer the questions below.




- 1.1 Describe each picture.
- 1.2 What kind of activities do you think you could do on this island?
- 1.3 Would you like to go there for a holiday? Why (not)?

### 2 Listening: A short conversation

- 2.1 Jane and Mark are in the tourist information office on the island.

 09 Listen to their conversation and complete column 1 of the table.

1. What activities are mentioned?	2. What activities do Jane and Mark want to do on the island?	3. What other information do we find out about the island?

- 2.2  09 Listen again and complete columns 2 and 3.
- 2.3 Look at the transcript on page 92. Can you add any more details to the table?
- 2.4 Did you find any information in the transcript that you didn't hear when you listened to the conversation? Why was it difficult to hear or understand this information?

### 3 Skills focus

In this conversation, the speakers use a lot of negatives, for example *not*, *isn't* and *can't*. When speaking, they often **stress** these negative words and phrases, and they often change or miss the final /t/ sound.

**Example:**

*I'm not a fan of* can sound like *I'm noda*, (/əmnɒdə/), or *I'm no-a*, (/əmnəʊwə/).


**3.1** Look at the extracts below. Before you listen to them:

- underline which part of each sentence is stressed
- circle sounds that are changed or not said clearly.

Example: *I'm not a big fan of museums.*

- a. *One thing is that the cliff path on the west side of the island isn't open at the moment, so you can't access that part.*
- b. *I also heard you can rent bikes. We didn't book anything.*
- c. *It's not that busy at the moment so there shouldn't be any problem getting bikes.*


**3.2**  **10** Listen to the extracts and check your answers.

**3.3**  **11** Mark and Jane don't always understand the guide. What do they say to check what he says? Listen and check your ideas.

**3.4** Practise asking the questions in 3.3. Copy how Mark and Jane say them. Use the transcript on page 93 to help you.

### 4 Listening: A discussion

**4.1** Jane and Mark are at the reception desk at the water sports centre.

 **12** Listen to their conversation with the receptionist and answer the questions.

Remember – the negatives may be difficult to hear!

- a. Why are Jane and Mark there?
- b. What do they want to do? Why?
- c. What options do they have?

**4.2** Share your ideas with a partner. Do you agree?

**4.3** Look at the transcript on page 93. Find the negative forms.

Can you remember how these forms are said?

### 5 Reacting to the listening text

**5.1** Do you think Jane and Mark will go kayaking?

**5.2** Would you be happy with the receptionist's service? Why (not)?

### 6 Practice

**6.1** In groups of three, write the following role play:

**Person A and Person B**

You are Jane and Mark. You booked bike rental yesterday, but now want to cancel it. Decide:

- Why you want to cancel your bike rental
- If you want a refund or to rebook

**Person C**

You are the shop owner. Decide how you can help Jane and Mark.

**6.2** Act out the role play. Was the shop owner helpful? Why (not)?

### 7 Reflection

**7.1** What is helpful to remember when listening for negatives in a conversation?

**7.2** What can you do if you aren't sure if someone used a positive or a negative in a conversation?



## 3.2 Travel and transport | Speaking



Focus: Asking for help using phrases with polite intonation and stress

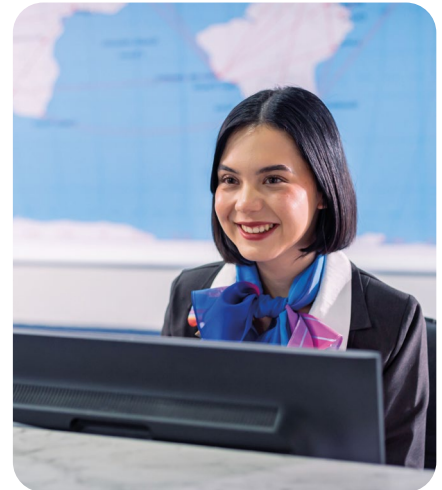
### 1 Introduction

- 1.1 What are some problems that can happen when we are travelling?
- 1.2 Which problems are serious? Which are not serious?
- 1.3 What solutions are there to these problems?

### 2 At the airport

Elsa has just arrived at the airport in London. She can't find her bag, so she's at the baggage desk to get some help.

- 2.1 How do you think Elsa feels about her missing bag?
- 2.2.  13 Listen and check your ideas.
- 2.3 How do you think the airline worker feels about Elsa? Why?
- 2.4.  14 Listen to the same conversation said in a different way. How do you think the airline worker feels about Elsa in this example? Why?





### 3 Skills focus

When we speak, we need to think carefully about how we say something, because this can show other people how we are feeling and change how people feel about us.

Elsa starts the conversation by saying:

*Excuse me. Sorry, I can't find my bag. I'm really worried that it's been lost or sent somewhere else.*

- 3.1  15 Listen to the start of the first example again. Notice how Elsa sighs, speaks quickly and says some words loudly. This makes Elsa sound negative. It does not help to solve her problem.
- 3.2  16 Listen to the start of the second example. What does Elsa do to sound more polite? Think about speed, pausing, volume and what words she stresses.
- 3.3 Work with a partner. Using the transcript on page 94, practise saying these sentences politely and impolitely. Can your partner tell if you are being polite or impolite?

### 4 Useful language

- 4.1 Complete the sentences with the words in the box.

- a. Sorry, this bag's a bit heavy for me. Would you mind \_\_\_\_\_ it up the stairs?
- b. Excuse me, I'm a little lost. Can you help me \_\_\_\_\_ platform 9B, please?
- c. Sorry, I'm feeling a bit cold. Would you be able to \_\_\_\_\_ me a blanket, please?
- d. Hi there. Could you \_\_\_\_\_ seats with me so I can sit with my friend, please?
- e. Sorry, I've just missed my train. Can I \_\_\_\_\_ my ticket on the next train?
- f. Hi. My ticket's on my phone, but it's got no power. Is there somewhere I can \_\_\_\_\_ it?

find give swap carrying use charge

- 4.2 Look at the sentences again. Underline the phrases used to ask for help, eg *Would you mind...*
- 4.3 What's different about the verb form after the phrase 'would you mind'?
- 4.4 Work with a partner. Choose one of the sentences. Decide if you want to sound polite or impolite. Say your sentence to your partner. Can they tell how you are feeling?



## 5 Putting it together

- 5.1** Jai is travelling with three friends. She is trying to buy a Metro ticket from an automatic machine. Complete the conversation.

**Jai:** *Ana, I don't know how this machine works. Would you mind showing me what to do?*

**Ana:** *Erm, I don't know either. Phil, can you... ?*

**Phil:** *I haven't got a clue. I use a city pass. Jo, could...?*

**Jo:** *I'm not sure. There's a member of staff over there. Maybe ask him?*

**Jai:** *Excuse me. Sorry, would you be...?*

**Staff member:**

*Actually, you don't need to buy a ticket. Just tap your bank card on the reader at the gates, but don't forget to tap out at the other end!*

- 5.2** Practise saying the dialogue in small groups. Be polite.

## 6 Role play

- 6.1** Work with a partner. Choose one of the problems from 1.1 to role-play together.

**Person A:**

You have the problem. Who will you ask for help? What will you say?

**Person B:**

Try to help your partner solve their problem.

- 6.2** Swap roles and repeat with a new problem.

## 7 Reflection

- 7.1** Why is it important to sound polite when we ask for help in English?
- 7.2** How can you be polite when asking for help in your language(s)?



### Travel and transport | Vocab builder

- 1.** Which title is correct for each word list below?

a Natural landscapes

d Buildings and structures

b Land vehicles

e Water vehicles

c Bodies of water

1.

sea  
river  
waterfall

2.

skyscraper  
museum  
bridge

3.

cruise ship  
ferry  
motorboat

4.

mountain  
desert  
jungle

5.

bicycle  
car  
lorry/truck

- 2.** Add two more words to each word list.

- 3.** Name at least one example for three items in each list, eg 'Niagara Falls is a waterfall.'

## 3.3 Travel and transport | Reading

Focus: Understanding a travel guide and exchanging information

### 1 Introduction

- 1.1 Look at the pictures of Algiers, the capital of Algeria. What do you know about the city? What kind of things can you do there?



### 2 Welcome to Algiers

- 2.1 Read the text below about Algiers. Would you like to visit the city? Why (not)?  
2.2 What kind of text is this? Who is it aimed at?

#### ALGIERS

With gorgeous hills and forests on one side and the warm Mediterranean Sea on the other, Algiers is a beautiful and historic city. Enjoy the architecture as you explore the ancient boulevards, mosques, palaces and forts the city is known for. Don't miss the must-sees, like the Casbah, the Great Mosque (Djamaa el Kebir), the National Library and the wonderful Botanical gardens.

In June the temperature rises so local families and friends spend their days at Zeralda Beach, about 30 minutes from the city. In the evenings, people drink traditional ice-cold coffee and sit outside talking and eating delicious food served with couscous.

With lots of places to stay and plenty of ways to travel around, Algiers is an amazing place to live and visit. What are you waiting for? Book your holiday now!



### 3 Skills focus

In a travel guide, the language is often simple and direct. This makes it easier for visitors to understand. Travel guides often use:

- ▶ **adjectives** to describe things, eg with *gorgeous hills and forests*
- ▶ **imperatives** to tell visitors what to do, eg *enjoy the architecture*
- ▶ **present simple** to describe facts and schedules, eg *in June the temperature rises*

- 3.1 Look at the text again. Find more examples of adjectives, imperatives and present simple.



## 4 Getting around Algiers

**4.1** The pictures below show the types of transport in Algiers. Match the words in the box to the pictures.



tram

#### 4.2 What do you think is the most convenient way to travel around a city? Why?

**4.3** Work in two groups. Group A, read text A on page 86. Group B, read text B on page 89. Read your text and note the advantages and disadvantages of each type of transport in Algiers.

**4.4** Work with someone from the other group. Use your notes to tell your partner about the text you read.

**4.5** Read the other text. Did your partner remember all the key information?

#### 4.6 What other features from task 3 can you find in the texts?

## 5 A city you know

**5.1** Think about a city you know. What are the best ways to travel around the city? Why? Make notes under the headings in the table:

reliability	comfort	cost
speed	safety	accessibility

**5.2** Work with another student. Tell them about the transport in the city you chose. What are the similarities? What are the differences?

**5.3** Write a short paragraph about one of the ways to get around the city you chose. Include the features from task 3.

## 6 Reflection

### 6.1 How often do you read travel guides in English?

**6.2** How are travel guides different from blogs or other texts about travelling? For example, do they use present or past tenses?



## 3.4 Travel and transport | Writing

Focus: Signalling a change from positive to negative ideas or experiences

### 1 Introduction

A city break is a short holiday that is spent in a town or city.

- 1.1 Have you ever been on a city break? What did you see and do?
- 1.2 What do some people like about taking city breaks?
- 1.3 Would the place where you live be good for a city break? Why (not)?

### 2 Travel forum

Sasha94 is asking users on a travel forum for their advice about city breaks.

- 2.1 Quickly read the replies to Sasha94. What did each user enjoy about their city break?
- 2.2 Read the posts again. Underline the problems the writers had.
- 2.3 Which problem(s) are the most serious? Why?



Sasha94 · 12hrs ago

#### First-time city break – any ideas?

Hi guys,

I'm thinking of taking a short city break this summer. I'm not sure where to go. This'll be my first time travelling alone, so I'm a bit nervous. Where have you guys been? What do I need to know about these places? All ideas welcome. Thnx.



3



Share



SamAndNick · 10hrs ago

We've just come back from a fabulous trip to Montevideo, Uruguay. There were some magnificent buildings and the 'Rambla' was the most beautiful promenade I've ever seen – the sunset over the sandy beaches is just breathtaking. We were surprised by the many restaurant options available, and really enjoyed trying typical dishes like 'chivitos' and 'asado'. However, I have to say some of the restaurants were very expensive!



12



Share



Wanderlust · 9hrs ago

I recently visited Dubrovnik with my family and stayed for three days. The ancient walls were really impressive, and the views over the city were gorgeous, but the city was so packed with tourists (it was summer) that we could hardly walk where we wanted and we had to wait a long time to get into the museums and excellent restaurants.



24



Share



Foto\_break · 4hrs ago

I went to Phnom Penh with a group of friends earlier this year. I especially liked the city's lively atmosphere and the riverfront, which is lined with palm trees and full of cheap restaurants. Although we generally enjoyed our stay, it was absolutely boiling – much hotter than we thought it would be, so if I ever go back I'll make sure not to go in summer. We also had a terrible time with mosquitos and fire ants – I was bitten so badly that I ended up in hospital with an allergic reaction! It was awful!



7



Share



### 3 Skills focus

When we describe a trip we have been on, we often mention both positive and negative things we saw or experienced. The writers in the forum do this because it will help Sasha94 make a decision about which city to visit.

- 3.1** Find the word each writer in the forum uses to show a change from positive to negative experiences. Answer the questions about these words.
- Which two of these words link ideas in the same sentence?
  - Which word links ideas from the sentence before?
  - In the examples, is each word at the start, middle or end of the sentence?
- 3.2** What other words or phrases can you use to change from positive to negative ideas? Do they link two ideas in the same sentence or from a sentence before? Are they usually at the start, middle or end of a sentence?

### 4 Useful language

The writers use lots of adjectives to describe their city breaks.

- 4.1** Underline all the adjectives the writers have used.
- 4.2** With a partner, decide if the writer uses each adjective positively or negatively.
- 4.3** Some of the adjectives the writers use are extreme adjectives. For example, SamAndNick write that their trip was 'fabulous'.

Complete the table with extreme adjectives from the posts.

Meaning	Extreme adjective
Very good	a. fabulous b. c.
Very bad	d. e.
Very beautiful	f. g.
Very old	h.

### 5 Reply to Sasha94

- 5.1** You are going to reply to Sasha94. In pairs, choose a city to write about. Plan what you will write.
- ▶ Include descriptions of things you liked in the city and any problems you had.
  - ▶ Which adjectives will you use?
  - ▶ Which language from task 3 will you use?
- 5.2** Write your reply together.
- 5.3** Exchange messages with another pair. Would you like to visit this place? Why?
- 5.4** How could the writers improve their message? Give feedback.
- 5.5** Make changes to your message using any feedback you have received.
- 5.6** Read everyone's messages. Which city would Sasha94 choose? Why?

### 6 Reflection

- 6.1** How would you describe the place where you live?
- 6.2** Where might you post this information?

## 3.5 Travel and transport | Beyond the book

### Focus: Integrating skills



#### 1 Research

- 1.1** In small groups, imagine you are going on a three-month tour around the world. Together, decide which five countries you would visit and in what order.
- Do some research on each country and decide:
- ▶ When you would go
  - ▶ How long you would stay
  - ▶ What you would see and do
  - ▶ What food and drink you would try
  - ▶ How you would travel around the country
  - ▶ How you would get to the next country
- 1.2** Together, answer these questions:
- ▶ What would you pack in your bag?
  - ▶ What souvenirs would you bring back?

#### 2 Plan

Decide how you want to present what you find out to the rest of the class. You could do this in many different ways, for example:

- ▶ Record a podcast
- ▶ Create a poster
- ▶ Write a travel diary
- ▶ Give a presentation to the class

#### 3 Present

Share your information with the whole class.

#### 4 Give feedback

Give feedback to another group on their research. Which is the most interesting country for you? Why?

## Module reflection

- 1.** Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Follow the main points of extended discussions
- ▶ Deal with common problems connected to travel
- ▶ Read and understand factual texts
- ▶ Describe a recent trip (real or imaginary)

- 2.** Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Understanding negatives in a conversation to help you follow main points			
Asking for help using phrases with polite intonation and stress			
Understanding a travel guide and exchanging information			
Signalling a change from positive to negative ideas or experiences			



## 4. Jobs and work



### Get started





Look at the picture above.

1. What jobs do you think the people have?
2. Who works the most hours?
3. Who do you think earns the most?
4. Which of these jobs would you be good at? Why?

### Do you know...?

Walter Orthmann, from Brazil, held the world record for longest career in the same company. How many years did he work for the company ReneauxView?

- a 54
- b 64
- c 74
- d 84

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	<ul style="list-style-type: none"> <li>Understand information about job-related topics, identifying general and specific details</li> </ul>	<ul style="list-style-type: none"> <li>Understanding signposting phrases in a meeting</li> </ul>
	<ul style="list-style-type: none"> <li>Find out information from one person and share it with someone else</li> </ul>	<ul style="list-style-type: none"> <li>Using reported speech to retell information</li> </ul>
	<ul style="list-style-type: none"> <li>Find and understand information in everyday texts</li> </ul>	<ul style="list-style-type: none"> <li>Recognising features of transactional emails</li> </ul>
	<ul style="list-style-type: none"> <li>Write an article about a familiar topic, connecting multiple ideas</li> </ul>	<ul style="list-style-type: none"> <li>Using linking words and referencing pronouns</li> </ul>

Check the answer to the 'Do you know...?' question on page 110.



# 4.1 Jobs and work | Listening

## Focus: Understanding signposting phrases in a meeting

### 1 Introduction

- 1.1 Look at the perks and benefits that people can have in their jobs. Order them from most to least important for you. Explain your decisions to a partner.

remote working  
extra leave



discounts in shops  
free gym membership

half-days  
flexible hours

- 1.2 What other kinds of perks or benefits do you, or people you know, have in their jobs?



### 2 A work meeting

#### Part 1

- 2.1  17 Dani is head of a company. Listen to her start a work meeting.
- What do you learn about the company?
  - What is the meeting about?
- 2.2  17 Listen again. Make notes on any extra information you hear.
- 2.3 Compare your ideas with a partner. Is there anything you aren't sure about? Why?



#### Part 2

- 2.4  18 Listen to the next part of the meeting. What details do you learn about the vote?
- 2.5  18 Listen again. Make notes on any extra information you hear.
- 2.6 Compare your notes with a partner.
- Could you explain the vote to someone who wasn't in the meeting?
  - Is there anything you aren't sure about? Why?

### 3 Signposting phrases

- 3.1 Dani shares a lot of information with the employees in this meeting. She uses signposting phrases to help structure her presentation and show how her ideas connect. Add the signposting phrases in bold to the table on page 35.
- In terms of** 'working hours and location', we have three choices.
  - As you know**, this year the company has done extremely well.
  - In line with** this, we are going to run a vote over the next two weeks.
  - Moving on to** the perks and benefits we are asking you to vote on.
  - First of all**, we have 'working hours and location'.
  - On top of** that, it's our 20th anniversary this year.
  - Turning to** the second category, we also have three choices.



Why the speaker is using the signposting phrase	Phrases
1. to introduce the first idea or point	
2. to add an idea	
3. to change the topic or introduce a new point	
4. to remind the listener about something	
5. to explain how a new idea is the result of a previous idea	

3.2 What other useful signposting phrases could Dani use?

## 4 Skills focus

People often say these signposting phrases quickly. Sometimes this means they sound very different to how we think they might sound. For example, 'As you know' could sound like:

- azyeno /æzjənəʊ/
- uz-ye-no /əzjənəʊ/
- azur know /æzənəʊ/

4.1 19 Listen to Dani say the sentences from task 3.

Write how each phrase sounds to you.

4.2 Read the sentences from task 3.1 to a partner. Try to say the phrases like Dani.

4.3 20 Listen again to part 1 and 2 of Dani's meeting. Notice how Dani uses and says the signposting phrases. Do they help you understand the meeting more?

## 5 Putting it together

- 5.1 21 It's one week later and the employees have voted. Listen to Dani. What are the results of the vote? Listen for signposting phrases to help you understand.
- 5.2 21 Listen again. Make notes on any extra information you hear.
- 5.3 Compare your ideas with a partner. Could you explain what Dani said to someone who was not in the meeting? Is there anything you are not sure about? Why?
- 5.4 Look at the transcript on page 95 and find the signposting phrases. Are there any new ones in this meeting?
- 5.5 Would you like to work for this company? Why? Why not?

## 6 Your work meeting

You are the manager of a small company. You want to give the staff some new benefits.

- 6.1 Choose at least two benefits to give your staff. Plan what you will say to your staff, using the signposting language from this unit.
- 6.2 Work in small groups. Take turns to speak.
- 6.3 Decide who has chosen the best new benefits.

## 7 Reflection

- 7.1 Do speakers use similar signposting phrases in meetings in your language(s)?
- 7.2 Which signposting phrases in this lesson were new for you?

## 4.2 Jobs and work | Speaking

Focus: Using reported speech to retell information

### 1 Introduction

- 1.1 Look at the list of jobs. Which of these are common part-time jobs where you live?  
Add some other common part-time jobs to the list.


delivery driver  
gardener

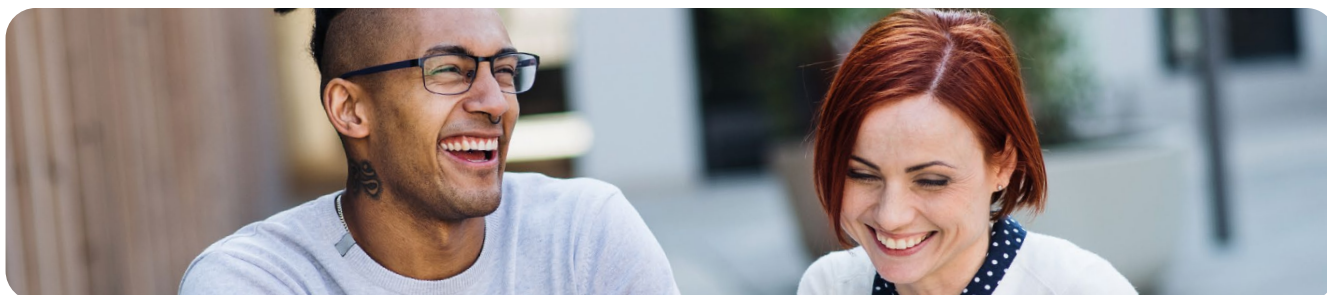
sports coach  
café barista

office temp  
shop worker

- 1.2 Work with a partner. Order the jobs from most to least interesting.

### 2 Listening

- 2.1  22 Emily and Frank are friends. They are managers of different restaurants. Listen to their conversation and answer the questions.
- What have they both done today?
  - Who had the more positive experience?
  - What do they discover at the end?



### 3 Skills focus

When we tell someone about another conversation we have had, we often change the verbs. In the dialogue below, Frank is talking directly to Shingo.

Frank: **Why do you want the job?**

Shingo: **I need the money to pay for books.**

Later, when talking to Emily, Frank describes the conversation he had with Shingo.

**I asked him why he wanted the job, and he said that he needed the money to pay for books.**

When we report what people have said, we **shift** the present to the past.


**'I am studying' > He said he was studying**

When we report a question, we shift the present to the past and change the word order.

**'When can you work?' > I asked him when he could work.**

- 3.1 Look at the transcript on page 96. Find other examples of reported speech.  
3.2 What did Frank, Emily or Shingo originally say, when they were using direct speech?

## 4 Pronunciation

4.1  23 Listen to the sentences below. Underline the stressed words.

- I asked him why he wanted the job, and he said that he needed the money to pay for books because he's a student.*
- He said he couldn't work during the daytime or at weekends as he was busy.*
- Mine told me he would be free every weekday evening.*

4.2 Practise saying the sentences. Stress the same words as the speakers.

## 5 Language practice

5.1 Look at the extract from an interview in a clothes shop below. Underline the verbs and questions.

Toni: *So, why do you want to work here?*

Joseph: *Well, I really love fashion, and I think your shop sells the best clothes.*

Toni: *OK. Great. And can you work at weekends?*

Joseph: *I can work on Sundays, but I play tennis every Saturday morning until 1pm...*

5.2 Work with a partner. Write four sentences to report what the speakers said in the interview.

Example: *First, Toni asked Joseph...*

5.3 Share your sentences with another pair. Are they the same or different? Why?

## 6 The interview

6.1 Work with a partner and choose one of the part-time jobs from 1.1.

Person A: You are the candidate. You will apply for this job.

- Why do you want the job?      ► Why are you a good person for the job?

Person B: You are the manager. You will interview Person A for this job.

- What questions will you ask?      ► What sort of person do you want for the job?

6.2 Role-play the interview. Remember what your partner said. You can take notes to help you.

6.3 Do you think the candidate was good for the job? Why (not)?

6.4 Find a new partner and tell them about the interview.

Example: *Ben told me that he always worked hard. I thought this was a good answer. However...*

## 7 Reflection

7.1 How do you report speech in your language(s)?

7.2 How can you practise using reported speech outside the classroom?

### Jobs and work | Vocab builder

1. Match the word or phrase to the correct definition.

1. unemployed (adjective):	a to tell someone they have to leave their job
2. retired (adjective):	b to refuse to work because of bad working conditions
3. raise (noun):	c when an employee moves to a higher position
4. fire (verb):	d an increase in the amount of money you receive from work
5. go on strike (phrase):	e a person who has stopped working, usually because of their age
6. promotion (noun):	f a person without a job

2. Create a simple definition of two of these words or phrases: colleague, salary, uniform, commute, part-time job.

3. Read out a definition of any of the words or phrases in this Vocab builder box. Does your partner know what you're describing?



## 4.3 Jobs and work | Reading

### Focus: Recognising features of transactional emails

#### 1 Introduction

- 1.1 Read the advertisement for ASH Language School, an online school which has begun to use AI (Artificial Intelligence). Would you like to study at a school like this? Why (not)? Discuss with a partner.

##### Maximise your learning at ASH Language School

At ASH Language School we are changing our online classes. Before, you joined classes with teachers to learn in a traditional way. Now, we combine real teachers with AI to personalise learning just for you. This means:

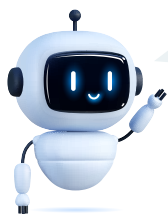
- You have classes with real teachers using materials designed with AI.
- You can chat at any time with ASHClassMate, our AI conversation tool.
- You can do weekly tests designed by AI specifically for you.
- You get immediate feedback on your mistakes, as well as practice tasks designed just for you!

Join us today!

- 1.2 How do you think the teachers at ASH school feel about the new role AI will have?

#### 2 Teacher research

- 2.1 One of the teachers at ASH school used an AI chatbot to find out more about AI. What question do you think the teacher asked?



AI is unlikely to replace human teachers in the future. AI teachers can do many things, but they cannot replace you as a teacher. The number one reason is they cannot make an emotional connection with the students like a human teacher. This is an important part of learning.

However, AI teachers can do many things to help you. You can use them to do jobs like taking the register, planning lessons and writing and marking tests, so they can save you a lot of time. They can also use data from classes to make personalised learning plans for the students. This will give you more time to connect with the students personally in your classes.

*Did that answer your question?*

- 2.2 Read the response again and answer the questions.

- What do you think is interesting about the AI chatbot's answer?
- How do you think the teacher feels after reading this response? Why?
- How do you know this text was written by AI and not by a human?

#### 3 Transactional emails

- 3.1 Quickly read Email A and Email B on page 39. Match the emails to the descriptions below.

- An email from the manager of ASH school to the teachers \_\_\_\_\_
- An email from the teachers to the manager of ASH school \_\_\_\_\_



## Email A

Dear \_\_\_\_\_.

We are writing to say that we are very concerned by your recent adverts for the school.

We are worried that by using AI in the school, some of us will lose our jobs. We are also worried you will reduce our pay by using AI to do many of our tasks. Please remember that we also enjoy planning lessons, and we like to personalise them for our students. We can also connect with students on an individual level and can respond to the needs of our students. We do not believe that AI can do that.

We would like to meet with you to share our worries and explain why we think AI can never replace teachers.

We look forward to hearing from you.

Kind regards,

## Email B

Dear \_\_\_\_\_.

Thank you for your email. I believe it is important that you can write to me with your problems and worries.

At ASH we care deeply about all our teachers, and we will work hard to make your job safe and enjoyable. However, the world is changing and if our teachers cannot use AI then we believe that we will lose customers to more modern schools. We do not plan to replace you with AI, but we think that staff need to use technology to make lessons more enjoyable and effective for the students. We also believe this is what our students want.

I'm happy to meet with you to talk about this in person. Please let me know when you would like to meet.

Sincerely,

### 3.2 Read the emails again and answer the questions.

- What are the teachers worried about?
- Why do the teachers believe that they can do the job better than AI?
- Why does the manager think that they need to use AI in their schools?

## 4 Skills focus

In Email A, the teachers describe a problem and ask their manager to do something about it (meet with them). This is a 'transactional' email – an email to get something done. Examples of transactional emails include requests for information, applications, complaints, invitations or apologies. In these emails, we often:

- say why we are writing, eg *we are writing to say...*
- give details about the situation, eg *we are worried about...*
- show what we want, eg *we would like to meet with you...*
- open and close the email politely, eg *Dear...*, and *We look forward to hearing from you...*

**4.1** Find and underline examples of a-d in Email B.

**4.2** Why do you think it's important to be polite in this kind of email?

## 5 Engaging with the texts

### 5.1 Work in two groups.

Group A, you are the managers of ASH Language School. Turn to page 84.

Group B, you are teachers working at ASH Language School. Turn to page 88.

Work with a partner from a different group.

Share your ideas and respond to what your partner says. Try to reach an agreement about what the school should do.

## 6 Discussion

### 6.1 Answer the questions with a partner:

- Do you think ASH Language School is right to try to use AI? Why (not)?
- What jobs do you want AI to do in the future? Why?
- Are there any jobs that humans will always be needed for?

## 7 Reflection

- What are the most important things you need to understand and do when writing transactional emails?
- What kind of transactional emails or letters might you need to write in the future?



## 4.4 Jobs and work | Writing

Focus: Using linking words and referencing pronouns

### 1 Introduction

- 1.1 Think about your dream job. Why would you like to do this job?
- 1.2 Share your thoughts with a partner. Do you value the same things in a job?

### 2 What people want in their dream job

- 2.1 Read the article below on dream jobs. Does the text mention any of the things you discussed in the introduction?

News

Opinion

Sport

Culture

Lifestyle

#### Jobs



Amy Addams

Mon 20 January

Share

3

### Dream Jobs: What People Want

Finding a dream job is important for many people, but<sup>1</sup> not just because they want to make a lot of money. A good salary helps people live comfortably, pay for their needs and<sup>2</sup> save for the future. However<sup>3</sup>, another<sup>4</sup> important factor is work-life balance. People want to have time for both work and personal life, spending time with family and friends and enjoying hobbies. This<sup>5</sup> helps them feel happy and healthy.



Job security is one more essential element. People feel more relaxed and focused at work when they do not worry about losing their job suddenly. A friendly work environment is also very important. Respect, good teamwork and working with nice and helpful colleagues make the workplace enjoyable.

Opportunities for growth are something many people look for in their dream job. They want to learn new skills and advance in their careers. Jobs that offer training, promotions and chances to improve help people feel motivated and valued. Additionally, interesting work is a significant factor. When people enjoy their tasks and find them engaging, they feel more excited and look forward to going to work each day.

Receiving compliments also plays a big role in job satisfaction. It can make all the difference in a workplace environment. Getting comments like 'well done' or 'great job!' from a boss can make employees feel valued and they can be more motivated to do their best.

In conclusion, a dream job is different for everyone, but these common factors help create a happy and fulfilling work life. Finding a job that matches these needs can greatly impact a person's overall happiness and satisfaction.



### 3 Skills focus



The article includes lots of ideas. The writer uses different words and phrases to help the reader understand how these ideas connect and contrast. The words and phrases also introduce new ideas.

- 3.1** Look at the words with numbers after them in the first paragraph of the article. Match them to their use.
- contrast ideas, eg *but*
  - connect ideas
  - add a new idea
  - relate to an idea mentioned earlier
- 3.2** Find other words and phrases the writer uses in the article to contrast, connect and add new ideas. Underline and label each one.

- 3.3** To avoid repeating words, the writer also uses pronouns. In the example below, the writer uses 'they' instead of repeating 'many people':

*Finding a dream job is important for **many people**, but not just because **they** want to make a lot of money.*

How many more pronouns can you find in the article? Who and what do they refer to?

- 3.4** The writer starts the final paragraph with 'In conclusion'. What other phrases can you use to summarise the main points and end an article?

### 4 Plan your text

You are going to write an article called 'A Day in My Dream Job'.

- 4.1** Before you start writing, think about your dream job again. Make a list of responsibilities and two challenges connected to this job.
- 4.2** Plan how you will connect these ideas in your text.
- 4.3** Plan which idea(s) to put in your conclusion.
- 4.4** Work with a partner. Tell them about your plan. Can you add any ideas to your partner's plan?



### 5 Write your article

- 5.1** Using your plan from task 4, write the first draft of your article.
- Remember to use the words from the Skills focus box to connect, contrast and add new ideas.
- 5.2** Swap articles with a partner. Give each other feedback using the checklist below.

#### Checklist

##### A. Ideas

- Do all of the ideas in the article make sense?
- Are the ideas presented in a logical order?
- Are there any ideas that could be deleted? Why do you think so?

##### B. Language

- Are the ideas connected clearly?
- Is it clear what or who the pronouns (eg they, them, it) refer to?
- Is there a phrase to summarise the main points at the end of the article?

- 5.3** Make changes to your work using the feedback from your partner.
- 5.4** Swap articles with a new partner. Read their article. Would you like this job? Why (not)?

### 6 Reflection

- 6.1** Why is it important to use linking words and referencing pronouns when we write?
- 6.2** In what other situations could you use the language from today's lesson?



## 4.5 Jobs and work | Beyond the book

### Focus: Integrating skills



#### 1 Research

- 1.1 You're going to research two jobs. In small groups, choose two of the jobs below:

astronaut | dentist | sports referee | journalist |  
dog walker | stylist | chef | other

For each job, find out:

- ▶ The qualifications required
- ▶ The skills needed
- ▶ The average salary
- ▶ Working hours
- ▶ Perks of the job
- ▶ Any other interesting information

- 1.2 When you have finished your research, answer these questions:

- ▶ How will AI affect this job in the future?
- ▶ Which of the two jobs you researched would you prefer to have? Why?

#### 2 Plan

Decide how you want to present your research to the rest of the class. You could do this in many different ways, for example:

- ▶ Give a presentation to the class
- ▶ Record a podcast interview
- ▶ Create a job profile
- ▶ Write a blog post

#### 3 Present

Share your information with the whole class.

#### 4 Give feedback

Give feedback to another group on their research. Which job(s) would you like to know more about?

## Module reflection

1. Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Understand information about job-related topics, identifying general and specific details
- ▶ Find out information from one person and share it with someone else
- ▶ Find and understand information in everyday texts
- ▶ Write an article about a familiar topic, connecting multiple ideas

2. Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Understanding signposting phrases in a meeting			
Using reported speech to retell information			
Recognising features of transactional emails			
Using linking words and referencing pronouns			

## 5. Friends and relationships



### Get started

Look at the picture above.

1. What do you think the relationships are between these people?
2. What activities might they enjoy doing together?
3. How often do they get together?
4. Would you like to be part of this group? Why (not)?

### Do you know...?

Which famous person said 'if you haven't learned the meaning of friendship, you really haven't learned anything'?

- a Coco Chanel (fashion designer)
- b Chinua Achebe (author)
- c Muhammed Ali (boxer)
- d Frida Kahlo (artist)

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	<ul style="list-style-type: none"> <li>Understand the main points and important details in stories</li> </ul>	<ul style="list-style-type: none"> <li>Listening for signposting phrases that highlight developments in long stories</li> </ul>
	<ul style="list-style-type: none"> <li>Give detailed accounts of experiences, describing feelings and reactions</li> </ul>	<ul style="list-style-type: none"> <li>Showing interest in a story</li> </ul>
	<ul style="list-style-type: none"> <li>Understand descriptions of events, feelings and wishes in personal letters</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and understanding the key features of personal letters</li> </ul>
	<ul style="list-style-type: none"> <li>Respond to online posts about experiences and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Showing how much you agree or disagree with someone and saying why</li> </ul>

Check the answer to the 'Do you know...?' question on page 112.

# 5.1 Friends and relationships | Listening




Focus: Listening for signposting phrases that highlight developments in long stories

## 1 Introduction

- 1.1 What is another way to say the multi-word verbs in bold below?
  - a. Who do you **get on well with** in your family/at work/at school and in this class?
  - b. How often do you **go out with** friends? What do you usually do together?
  - c. When you **fall out with** a friend, what's the best way to **make up with** them?
  - d. Who do you know that usually **turns up** late for things? Why do they do this?
  - e. What do you do when you **wake up** every morning? Do you **get up** immediately?
  - f. What do you do to **take your mind off** things when you are stressed?
- 1.2 Ask and answer the questions with a partner.

## 2 Anna's holiday

Anna is telling her friend Eduardo about a holiday she had with another friend, Kate.

- 2.1  24 Listen to the start of the conversation. What do you learn about the holiday?
- 2.2 Before you listen to the rest of the conversation, what do you think happened between Anna and Kate?
- 2.3  25 Listen and check your ideas.
- 2.4  25 Listen again and take notes on what happened each day.



Friday	Saturday

- 2.5 Compare your notes with a partner. Try to retell Anna's story together.
- 2.6 Are there any parts of the story you aren't sure about? Why is this?



### 3 Skills focus



Anna is telling a long story with lots of details. She uses many signposting phrases to highlight what she wants Eduardo to focus on at different parts in the story. This includes when:

- 1 a new part of the story starts
- 2 a part of the story finishes
- 3 something unexpected happens
- 4 something happens after a long time
- 5 something bad happens

3.1 Match the signposting phrases in bold below to the reason she uses them above.

- a. ... and then **out of the blue**, she turned up...
- b. **Eventually**, she agreed to just go for dinner...
- c. **In the end**, we went around the museum in silence...

- d. **Well**, it all started on Friday night when we got there....
- e. **But then, all of a sudden**, Kate decided she wanted to go out dancing....
- f. **Anyway**, next day, Saturday, our plan was to get up early...
- g. ... **the problem was** when I tried to wake Kate she said...

3.2 26 How does Anna say these phrases? Listen and check.

3.3 Why do you think she says them like this? What other ways could she say them? How would this change how Eduardo understood or reacted to the story?

### 4 A trip with a friend: Anna's story continued

4.1 Look at the final part of Anna's story. Use the signposting phrases to predict what kind of things Anna will say in the missing parts of the story.

**Anna:** *We made up in the afternoon, but things got a lot worse later that night.*

**Eduardo:** *Why? What happened?*

**Anna:** *Well, after dinner, Kate wanted to go dancing again. I agreed, but at around midnight I was getting tired. I knew we had to leave the hotel by 8am the next morning to catch our flight and I wanted to get some sleep. The problem was...*

**Eduardo:** *Yeah, of course.*

**Anna:** *Eventually, I got so tired that...*

**Eduardo:** *Right.*

**Anna:** *Anyway, when I woke up at 7am,...*

**Eduardo:** *What?!*

**Anna:** *Yeah. I messaged her, but she didn't answer, so in the end,...*

**Eduardo:** *And did she make it to the airport?*

**Anna:** *Well, out of the blue,...*

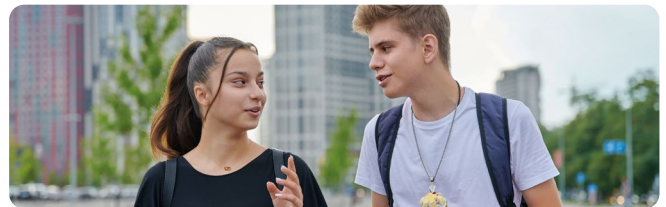
**Eduardo:** *Wow! What do you think is going on with her?*

4.2 27 Listen to check your ideas.

4.3 27 Listen again. Make notes on the main events and details of the last part of the story.

4.4 Work with a partner. Retell Anna's story about what happened in Barcelona. How confident do you feel about explaining her version of the story?

### 5 Kate's version of the story



Kate is talking to her friend Sam. She's telling Sam about what happened on the holiday with Anna in Barcelona.

5.1 Before you listen, what do you think Kate is going to say?

5.2 28 Now listen. What extra information do you learn about what happened?

5.3 Work with a partner. Try to retell Kate's version of the story. How confident do you feel about retelling the story?

5.4 Look at the transcript on page 98. Did you miss anything? What made it hard to understand this part of the story?

### 6 Respond to the story

6.1 What do you think really happened in Barcelona?

6.2 Why do you think Anna and Kate's stories are different?

6.3 Do you think they will be able to make up after this holiday? Why (not)?

### 7 Reflection

7.1 How do signposting phrases help the listener better understand these long stories?

7.2 Which phrases would you like to use when you tell a story in future?



## 5.2 Friends and relationships | Speaking

### Focus: Showing interest in a story

#### 1 Introduction

- 1.1 How would you feel in each of the situations below?
- Your best friend tells you they are getting married.
  - Your friend asks you to look after a pet while they are on holiday.
  - Your friend borrowed money from you last month but hasn't paid it back yet.
  - Your friend arrives for dinner an hour late. They did not reply to your messages.


##### Examples:

*'I might feel annoyed if my friend was that late, but it depends on the friend.'*

*'My best friend is always late, so I'm never surprised when this happens.'*


#### 2 Sophia's story

Sophia is talking to her friend Alex about another friend, Mia. Listen to their conversation.

- 2.1  29 What happened between Sophia and Mia?
- 2.2 Why did Mia react the way she did?
- 2.3 Complete the table with information and phrases from the dialogue.



What Mia did	How Sophia felt
looked bored	embarrassed

- 2.4  29 Listen again and check your ideas.
- 2.5 Check the transcript on page 99. Can you add any phrases to your list?

#### 3 Useful language

- 3.1 The speakers use different forms of adjectives to tell their story. Turn to page 89 to study the -ed/-ing adjectives the speakers use.

## 4 Skills focus

Alex is a good, active listener. He shows that he is listening to Mia's story carefully, that he's interested in what she's saying and that he wants her to continue. He uses the strategies below:


- ▶ He asks short questions, eg *What happened?*
- ▶ He uses reaction words, eg *Wow!*
- ▶ He makes noises, eg *uhuh*

**4.1** What other questions, reaction words and noises does Alex use?

**4.2** Look at the transcript on page 99 and check your ideas.

**4.3** How does Alex say these questions, reaction words and noises?

With a partner, use the transcript to act out the first part of the dialogue.

**4.4**  **30** Listen to the first part of the dialogue to see how similar you sound.

## 5 Pronunciation focus

**5.1** Look at the extracts from the transcript below. How does the meaning of 'I know' change?


**Alex:** *Wow! I can't believe she said that.*

**Sophia:** *I know. I was really shocked.*

**Alex:** *That's still not an excuse to say what she said.*

**Sophia:** *I know, I know. But she must be feeling pretty depressed and upset about things...*

**5.2** How does Sophia say 'I know' in both extracts?

**5.3**  **31** Listen and try to say the sentences like Sophia.

## 6 Putting it together

**6.1** You are going to tell a story about a problem that you had with someone. Make notes about what happened and how you felt. You can use a situation from 1.1 if you prefer.

**6.2** Work in pairs.

Person A: Tell your story. Include short pauses for your partner to react.

Person B: Listen to your partner. When you hear a short pause, use short questions, reaction words and noises to show interest in the story.

**6.3** Swap roles.

**6.4** After the role play, answer the questions with your partner:

- a. Who had the most interesting story?
- b. Who sounded the most interested?

## 7 Reflection

**7.1** How do you show you are interested in a conversation in your language(s)?

**7.2** Where can you find more words and phrases to describe how you and others feel?



### Friends and relationships | Vocab builder

**1.** In what order might these actions happen? The first and last has been done for you.

- ▶ meet someone **1**
- ▶ break up
- ▶ get married
- ▶ get back together
- ▶ get engaged
- ▶ move in together
- ▶ fall in love
- ▶ go on a date
- ▶ have children
- ▶ get divorced **10**

**2.** What other actions might happen in a love story?

**3.** Use some of the actions to create a simple love story. Add details.

## 5.3 Friends and relationships | Reading

Focus: Identifying and understanding the key features of personal letters

### 1 Introduction

1.1 Which of these features of a healthy relationship do you think are most important for friends, family and partners? Why?

- |                |           |                 |           |
|----------------|-----------|-----------------|-----------|
| ▶ independence | ▶ support | ▶ communication | ▶ empathy |
| ▶ equality     | ▶ trust   | ▶ respect       | ▶ honesty |

1.2 Share your thoughts with a partner. How similar are your ideas?

### 2 A relationship expert

Read what Dr Gabriela Suazo, a relationship expert, says about what makes a healthy relationship.

2.1 Are her ideas similar to your answers from 1.1?

2.2 According to Dr Suazo, what is the role of communication in healthy relationships?

'Healthy relationships are built on respect, communication and, most importantly, trust. Relationships, whether with friends, family or partners, allow people to grow independently but together. The key to healthy relationships is communication as it allows people to understand one another, solve problems, strengthen their connection and express their feelings in a clear way. Communication also allows people to build trust and intimacy, as well as maintaining healthy and harmonious relationships.'

Dr Gabriela Suazo

### 3 Communicating with friends

3.1 How do you usually communicate with your friends? How often do you use these methods? Why?

- |           |                             |              |
|-----------|-----------------------------|--------------|
| ▶ texting | ▶ letters                   | ▶ voicenotes |
| ▶ emails  | ▶ messaging on social media | ▶ other      |

Dear Alicia,

I hope this letter finds you well. I'm writing because I wanted to talk about something that I'm struggling with. I've noticed some distance growing between us lately and I don't want to lose the special friendship that we've had for so many years.

Last time we met, I noticed that we didn't talk like we used to. It felt more distant, less natural and too formal. I really miss our long chats and laughing about stupid things.

Pat told me about a party you had last week, and I was wondering why I wasn't invited. Maybe I did something wrong, but I'm not sure what that could be. I felt really hurt.

You know our friendship means the world to me, and if there is any misunderstanding between us, I really want to sort it out. I was thinking we could meet sometime soon to talk about things, clear the air and have a good laugh.

Write soon. I hope we can see each other before too long.

Lots of love

Jess x



Dear Jess,

Thank you so much for your letter.

I'm so glad you told me how you were feeling. Like you, I've also felt some distance between us and I'm happy that you wrote to me because I've been thinking about it for a while, too.

First of all, I'm really sorry for not telling you about my party. I didn't mean to hurt you and make you feel bad. The party was organised at the last minute, but I know now I should've told you about it as you've always been at my parties. I'm really sorry for not including you. I hope you know you are really important to me.

This is not an excuse, but lately I've been dealing with a lot of personal and work problems, and this takes all my time, so I forget to stay in touch with people. Now I see that this can affect those I love.

I agree, let's meet soon. We're good at talking things through, and I really need a good chat like the ones we used to have. Let me know when you are free and we can arrange something.

Thank you for being such a great friend and for wanting to keep our friendship. It means a lot to me.

All my love,

Alicia

**3.2** Read the letters between Alicia and Jess. What type of relationship do they have?

- Why do you think Jess and Alicia decided to write letters and not message or phone each other?
- How do Jess and Alicia feel about each other? Do you think these feelings have changed? How?
- Thinking about Dr Suazo's ideas, what aspects of a healthy relationship do you think Jess and Alicia didn't focus on?
- Do you think Jess and Alicia will solve their problems? Why (not)?

**3.3** Read the letters again and answer the questions.

#### 4 Skills focus

Personal letters and emails usually have similar features. Knowing about these features can help us find key information and better understand the text. Personal letters often:

- begin with something kind, eg *I hope this letter finds you well*
- Share personal news, eg *I've been dealing with a lot of personal and work problems*
- Mention topics that are relevant to the reader, eg *I really miss our long chats*
- finish with positive feelings, eg *I hope we can see each other before too long*

**4.1** Find more examples of these features in Jess and Alicia's letters.

#### 5 Useful language

Personal letters use special opening and closing phrases to make a connection with the reader.

These expressions are not usually used in other forms of message writing, eg instant messaging.

- What other opening and closing phrases do you know?
- Turn to page 84 to check your ideas and see some examples of these phrases.

#### 6 Engaging with the text

**6.1** You are Jess. Write a letter to reply to Alicia. Before writing, decide on the following:

- ▶ How you want to begin your letter
- ▶ Where and when you want to meet
- ▶ What other relevant topics to include
- ▶ How you want to finish

**6.2** Swap messages with a partner. How would you react to the message if you were Alicia?

#### 7 Reflection

- What key features do you find in personal emails and letters in your language(s)?
- In what ways are personal letters different to other ways of communicating with friends (eg texting, voice messaging, DMs)?



## 5.4 Friends and relationships | Writing

Focus: Showing how much you agree or disagree with someone and saying why

### 1 Introduction

1.1 Do you agree with the following quotes? Discuss with a partner.

'There are friends, there is family, and then there are friends that become family.'

'Friends come and go, but family stays with you forever.'

'A good friend is like a four-leaf clover; hard to find and lucky to have.'

1.2 Do you know any other sayings about friends and family?

### 2 Reading an online forum

2.1 Read the four posts below. What is the main idea of each post? Does the post relate to family, friends or both?

#### What makes a good relationship?



**Dr Amanda Malik** · 12hrs ago

In my experience, simple activities like cooking together, watching films or having a picnic outdoors can help create lasting memories and bring us closer. What matters is sharing some quality time together, not doing anything particularly important or expensive. Just find something you all enjoy and use it to deepen your connection.



**Fatma Arap** · 10hrs ago

I believe traditions play a significant role when it comes to creating strong bonds across generations. Personally, I really enjoy getting together with my entire family every Sunday evening and the fact that we talk about lots of different topics, sometimes sharing very different perspectives depending on our personality and age. I've certainly learnt a lot from these gatherings.



**Ariana Forbes** · 6hrs ago

It's very nice to have lots of friends, but the truth is not all friendships are healthy. From my point of view, it's vital to learn to recognise signs of toxicity, such as lack of respect or bullying. If you ever feel one of your friends is not acting like one, it's perfectly fine to tell them how you feel, or even distance yourself from them.



**Robert Fern** · 3hrs ago

In my opinion, conflicts are inevitable. We are human and sometimes we just disagree. However, communication is key in order to find middle ground and come up with constructive solutions that work for everyone.

2.2 Work with a partner. Do you agree with the views expressed by each post? Why (not?)



### 3 Useful language

**3.1** Look at each post again carefully. Complete the table with the phrases the writers use in their posts.

Express an opinion	<i>In my experience...</i> a. b. c. d.
Say something is important	<i>What matters is...</i> e. f. g.
Give examples	<i>Like...</i> h.

**3.2** Can you add at least one other expression to each part of the table?

### 4 Skills focus

When we respond to someone else's opinion, we often use special phrases to show how much we agree or disagree with them.

**4.1** Look at the phrases below. Do they mean agree or disagree? Are they strong or weak?

- I see what you're saying, but...
- I totally see what you're saying, and...
- I agree with what you're saying up to a point, but...
- I'm not sure I totally agree with you when you say...
- I couldn't agree with you more.
- I'm sorry, but that's nonsense.
- You make an interesting point, but I think something even more important is...

### 5 Respond to a post

**5.1** With a partner, choose two of the posts from the thread on page 50 to reply to. Plan your responses and decide:

- ▶ if you agree or disagree with the writer
- ▶ why you agree or disagree
- ▶ what examples or anecdotes you can use to support your opinion.

**5.2** Write the first draft of your responses.

**5.3** Swap responses with another pair. Use the peer-review questions to give each other feedback.

**5.4** Make changes to your work using the feedback.

#### Peer-review questions

- Is the overall message clear?
- Do they agree or disagree with the points made?
- Have they used phrases to make their opinion(s) clear?
- Have they included examples and anecdotes to support their opinion?
- What phrases have they used to introduce these examples?
- Is there anything that could be changed?

### 6 Reflection

**6.1** Why is it important to show how much we agree or disagree with someone's ideas?

**6.2** How do you do this in your language(s)?

## 5.5 Friends and relationships | Beyond the book

### Focus: Integrating skills



#### 1 Research

- 1.1 You're going to research a pair or group of famous friends. Decide who you would like to research. These can be real or fictional people.

For these friends, find out:

- ▶ Who they are
- ▶ Where they are from
- ▶ Why they are famous
- ▶ What they have in common
- ▶ How they became friends
- ▶ Any other interesting information

- 1.2 When you have finished your research, answer these questions:

- ▶ What do you think they do when they hang out?
- ▶ Would you like to be part of their friendship group? Why (not)?

#### 2 Plan

Decide how you want to present your research to the rest of the class. You could do this in many different ways, for example:

- ▶ Create an online presentation
- ▶ Write a magazine article
- ▶ Design a factsheet
- ▶ Record a short video

#### 3 Present

Share your information with the whole class.

#### 4 Give feedback

Give feedback to another group on their research. Which friendship group was most interesting for you? Why?

## Module reflection

1. Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Understand the main points and important details in stories
- ▶ Give detailed accounts of experiences, describing feelings and reactions
- ▶ Understand descriptions of events, feelings and wishes in personal letters
- ▶ Respond to online posts about experiences and feelings

2. Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Listening for signposting phrases that highlight developments in long stories			
Showing interest in a story			
Identifying and understanding the key features of personal letters			
Showing how much you agree or disagree with someone and saying why			



## 6. Sport and exercise



### Get started

Look at the picture above.

1. What sport do you think these people are watching?
2. How are they feeling?
3. Why might they be feeling this way?
4. Would you enjoy being in this crowd? Why (not)?

### Do you know...?

The first modern Olympics took place in Paris, France in 1896. What year did the first Paralympic Games take place?

- a 1948
- b 1954
- c 1960
- d 1972

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	<ul style="list-style-type: none"> <li>Follow the outline of short talks on a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>Using a speaker's pauses and stressed words to help understand important information</li> </ul>
	<ul style="list-style-type: none"> <li>Give reasons to support your point of view</li> </ul>	<ul style="list-style-type: none"> <li>Using opinions from experts, personal experience, research or comparison to support opinions</li> </ul>
	<ul style="list-style-type: none"> <li>Understand factual information in a text</li> </ul>	<ul style="list-style-type: none"> <li>Transferring information from a text into another format</li> </ul>
	<ul style="list-style-type: none"> <li>Produce short reports that share information and give reasons for actions</li> </ul>	<ul style="list-style-type: none"> <li>Ordering ideas logically</li> </ul>


Check the answer to the 'Do you know...?' question on page 113.



# 6.1 Sport and exercise | Listening

**Focus:** Using a speaker's pauses and stressed words to help understand important information

## 1 Introduction

- 1.1  32 Mona Schaedler is hosting her weekly radio show *The Power of Sport*. What are she and her guests talking about? Listen and check.

## 2 Manal's story

- 2.1  33 Listen to Manal Fassi's story and answer the questions.

- a. What activity did she start doing?    b. Why did she start this activity?    c. How does she feel about it now?


## 3 Skills focus

When Manal is telling her story, she changes how she speaks to help her listeners follow and understand what she's saying. She does this by:

- ▶ pausing after words that organise information, eg *a few years ago...*, *one day...*
- ▶ stressing words she thinks are important in the sentence
- ▶ slowing down for important things
- ▶ repeating words or information.


- 3.1 Before you listen again, mark slashes [ / ] where you think Manal pauses in this extract. The first two have already been done for you:

*Yes, so, / a few years ago, / I was in a really, really bad place with my health. It was horrible: I couldn't walk very well, I couldn't go to work, I couldn't really take care of myself, I was just stuck in the house for months. This was having a huge impact on my mental health as well...*

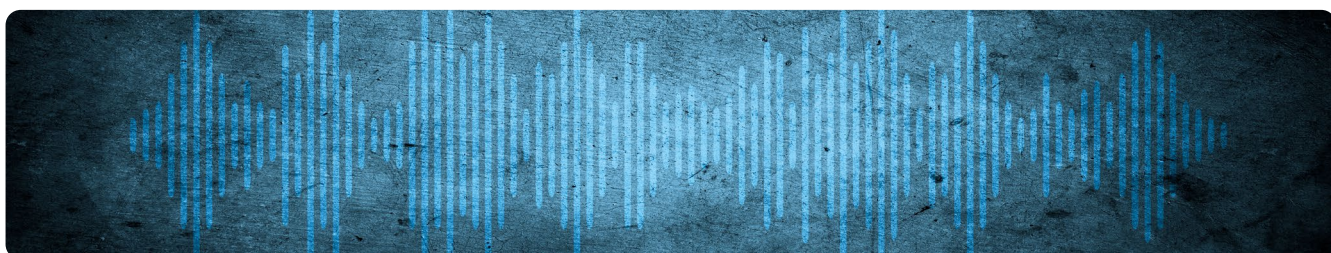
- 3.2  34 Listen and check your ideas.

- 3.3. Underline the words you think Manal stresses in these extracts:

- a. *It was horrible: I couldn't walk very well, I couldn't go to work, I couldn't really take care of myself...*  
b. *Instead of the usual fit, athletic, young models you see, it was someone that looked like me.*  
c. *I guess, over time, things have just got better and better.*


- 3.4  35 Listen and check your ideas.

- 3.5 Practise saying the extracts in 3.3 using the same pauses and stresses as Manal.






## 4 Putting it together

- 4.1**  **36** Listen to Victoria and Isabel tell their stories in the next part of the programme. Take notes to answer the questions below. Check your answers with a partner. Remember: Use the speakers' pauses and word stress to help you understand what they are saying.

a. What exercise did each speaker start doing?	b. How easy was it to start?	c. How do they feel about it now?

- 4.2** Did the use of pauses and stresses help you understand Victoria's and Isabel's experiences?
- 4.3** Use the transcript of either Victoria's or Isabel's story on page 101.
- Put a slash [/] where you think you would pause.
  - Underline words you would stress.
- 4.4**  **36** Now listen again. Did you make the same choices as Victoria and Isabel?

## 5 Reacting to the radio programme

Discuss the following questions:

- Which of the three stories is your favourite? Why?
- Did anything surprise you?
- What other questions do you think Mona will ask her guests?

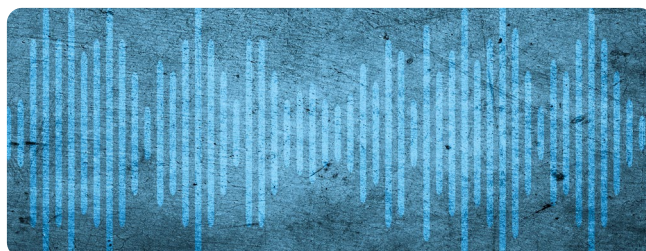
## 6 Reflection

- 6.1** How do the ideas in the Skills focus box help you better understand what the speakers are saying?
- 6.2** Where can you find radio shows or podcasts like this to practise your listening?



### Sport and exercise | Vocab builder

- In which sport(s) do you:
  - kick a ball into a goal
  - serve a ball or shuttlecock with a racket over a net
  - shoot at a target
  - roll a heavy ball down a lane to knock over 10 pins
  - hit a puck with a stick into a goal
  - kick or punch your opponent
  - throw something as far as you can
- Find the irregular verbs in question 1. What is the past simple and past participle of each?
- Choose a sport. Write three main actions players do in this sport.  
**Example:** In rugby, players throw the ball to each other, kick the ball over a goal and tackle each other.



## 6.2 Sport and exercise | Speaking

Focus: Using opinions from experts, personal experience, research or comparison to support opinions

### 1 Introduction

- 1.1 Do you agree with the statements below? Why (not)?
- Contact sports like boxing should be banned.
  - Junior sports teams put too much pressure on young people.
  - Male and female professional athletes should be paid the same.
  - Large international sports events are a waste of money.
- 1.2 Share your ideas with a partner.

### 2 What's your opinion?

- 2.1 Read the quotes from two people talking about one of the statements in the introduction. Which statement are they talking about?



So, **according to research by SportsOnTv.com<sup>1</sup>**, around 95% of sports on TV are men's sports. They generate more money in terms of advertising, and they attract much bigger crowds. This, **as sports sociologist Professor Eric Dunning says<sup>2</sup>**, means they should get a bigger salary, which seems logical to me.

Paula Simmons – Reporter



Well, for me, **it's just like<sup>3</sup>** all other jobs, or it should be. **I read somewhere<sup>4</sup>**, for example, that it's illegal to pay different amounts to different people because of their gender. Sadly, **in my experience<sup>5</sup>** as a professional diver, this isn't always the case. **For instance, I've had<sup>6</sup> a lot more<sup>7</sup>** opportunities to make sponsorship money than my female teammates.

Joe Bailey – Professional diver

- 2.2 Who agrees with the statement? Who disagrees?
- 2.3 Who might make you change your opinion? Why?
- 2.4 Who sounds most formal?

### 3 Skills focus

- 3.1 Both Paula and Joe use different strategies to support their personal opinions and make their arguments stronger. Match the six phrases in bold from 2.1 with the four speaking strategies below. The first has been done for you:

- |                            |                            |
|----------------------------|----------------------------|
| a. Mention research (1)    | c. Use an expert's opinion |
| b. Give a personal example | d. Make a comparison       |

When we use these strategies, we choose our words carefully, depending on the context. We use synonyms or opposites for this. For example:

- *This isn't always the case* = It's sometimes the case
- *I've had a lot more opportunity* = They have had a lot less opportunity

- 3.2 When Joe says 'I read somewhere', he shows that he has done some research, but either can't remember exactly what he read, or thinks it would sound too formal to say. What other phrases do you know for this? Complete task 1 on page 84 for more ideas.



## 4 Pronunciation

When we give our opinions, we want to make sure our audience understands the **ideas** we think are important and the **facts** that support them. We do this by:

- ▶ pausing before and after what we think is important
- ▶ stressing the important words, like facts and numbers.

For example, in the extract below, Paula might pause where we see a slash (/) and stress the underlined words:

*According to research / around 95% of sports on TV / are men's sports. // They generate more money in terms of advertising, / and they attract much bigger crowds.*

- 4.1** Read the quote below carefully. Put a slash (/) where you think you should pause and underline the words you think should be stressed.



*I read somewhere it cost my city 50% more than they expected to host the International Youth Para-Athletics last year. Many people say that money could have been spent on other things, like creating a new park or updating the library.*

*However, I think the event has been positive in all sorts of ways. For example, the changes they made to the city for the event have made it much better for wheelchair users like me. The buses and stadium are all much more wheelchair-friendly, so it's way easier to go to a football match than it used to be. And I'm now a member of a wheelchair basketball team – I didn't even know about this sport until we had the event.*

Craig Jones – Sports fan

- 4.2** Work with a partner. Take turns reading the extract to each other. Did your partner pause in the same places and stress the same words as you? Discuss any differences.

## 5 Putting it together

Your local school has invited teachers, students and parents to a meeting to discuss the future of Physical Education (PE). The school wants to decide if they should:

- ▶ stop teaching PE so students can focus on other subjects **or**
- ▶ begin to give grades in PE lessons to encourage students to exercise more.

- 5.1** Prepare a short speech for the school meeting. Before you plan, consider these questions:

- ▶ Are you a teacher, student or parent?
- ▶ What is your opinion about PE at the school?

- 5.2** Plan what you want to say. Use the strategies in the Skills focus box to support your opinions.

- 5.3** Practise your short presentation (record yourself or ask someone to listen to you). Is there anything you'd like to change before the school meeting? Use the questions on page 89 to help you.

- 5.4** Make your short speech in small groups. When everyone in the group has spoken, decide what the school should do about PE and why.

## 6 Reflection

- 6.1** In which other situations could you use the strategies from the Skills focus box?
- 6.2** Do speakers use similar strategies to justify opinions in your language(s)?



## 6.3 Sport and exercise | Reading

### Focus: Transferring information from a text into another format

#### 1 Tasneem's post

1.1 Read the post below. What do you learn about Tasneem?



**Tasneem Chatti** · 6hrs ago

Hi everyone, I'm Tasneem and in six months I will be running my first marathon. 🙌

I volunteer at a children's hospital and spend five hours there every week. When I go there, I see the amazing work all the doctors and nurses do to help the kids and their families, so I've decided to run my first marathon to help support the hospital.

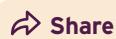
Can you help me raise money for them by sponsoring me? I would be so grateful if you could, and I know every pound raised will make such a difference. If you can, please donate [here](#) or share on your socials, or even just send me a nice message in the comments below.



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62



Share

1.2 Answer the questions:

- Is this way of fundraising common in your country?
- Would you donate money if you saw this post? Why (not)? If yes, how much would you give?

#### 2 Preparing for a marathon

2.1 What do you think Tasneem needs to do to prepare for the marathon?

2.2 Read the training guide from Tasneem's gym to check your answer.

##### Preparing for your first marathon

A marathon is 26.2 miles or 42km.... or about 5+ hours of running for most beginners. Because you are at more risk of injury by running so far, you need to know your limits and follow the steps below.



- **Start early.** If you can start a year before that's great, but 16 to 20 weeks of training is recommended.



- **Start slow.** A lot of people get injured by trying to run too far or too fast at the beginning. It's better to build up slowly, perhaps with 30 to 40-minute runs in the first week. Keep a total of how far you run every week in your training plan.



- **Start small.** Do some 5k or 10k races to get used to running with other people and build your strength and speed.



- **Do different things.** Don't just run as this will get boring. Go for a bike ride or walk up a steep hill. All this builds stamina and strength. You can also do 'fartlek' runs, where you mix running fast and slowly.

- **Rest.** Your body needs time to rest and recover, so don't run every day. Take some time to rest. Have a massage or a long hot bath, or just spend the day in front of the TV.

- **Stretch.** Lots of stretching is important. Make it part of everything you do and put it in your plan.

2.3 Look at the training guide again. What do you think would be the hardest thing for you to do? Why?

2.4 Tasneem used this information to start making a training schedule (see page 59). Which advice does she not follow?



## WEEKS 1-4 OF MY 10-WEEK TRAINING PLAN

Week	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	TOTAL
1	Easy run: 5k	Rest day	Easy run: 5k	Easy run: 5k	Rest day	Hill walk: 10k	Easy run: 5k	20k running
2	Easy run: 5k	Rest day	Mix speed run: 10k	Easy run: 5k	Rest day	Cycle to mum's (20k)	Fast run: 10k	30k
3	Easy run: 5k	Mix speed run: 10k	Easy run: 5k	Mix speed run: 10k	Rest day	Cycle to mum's (20k)	Fast run: 10k	40k
4	Mix speed run: 10k	Mix speed run: 15k	Rest day	Fast run: 10k	Rest day	10k race in city park	Mix speed run: 15k	60k

### 3 Skills focus

Like Tasneem, we often take information we read and use the information in a new way. For example:

#### what we read

- ▶ training guide
- ▶ stories and blog posts
- ▶ information from business emails
- ▶ notes from school
- ▶ formal research

#### what we do

- make a personal training schedule
- message our friends about them
- rewrite and share it with colleagues
- use them to complete homework
- comment on it in an academic essay

When we take information from a text and use it in another way, we may also change the way it looks. For example, Tasneem took the **short instructions** from the training guide and put them into her schedule as **short notes** with no extra information.

### 4 Transferring a text

4.1 Look at the latest email sent to Tasneem from the gym. What surprises you?

#### Message

##### Preparing for the last 2 weeks

- ▶ Don't change anything in your diet. Changing things now can cause problems when you run the marathon.
- ▶ Keep it short: In the last 2 weeks, don't do any runs longer than 2 hours. Then only do 90 minutes in the last week.
- ▶ Make space: You should only run 3 times a week.
- ▶ Do short fast runs. A 5k race is a great idea as it will help you build speed.
- ▶ Keep resting: You should have more resting or stretching days. Too much running in the final weeks can make you tired on the big day.
- ▶ Build muscle: Short bike rides or swims are a good way to build muscle without pushing your body too hard.

4.2 With a partner, use the advice in this email to complete a final two-week training schedule for Tasneem.

4.3 Swap training schedules with another group. Do you think both schedules would work? Why (not)?

### 5 Engaging with the texts

5.1 Answer the questions below:

- a. What surprises you about what you need to do to run a marathon?
- b. How easy would it be for you to follow the training schedule you created? Why?
- c. Does the information in the texts make you want to run a marathon? Why (not)?

### 6 Reflection

6.1 How does the way we read a text change when we use information from it in a new way?

6.2 How can you practise this skill outside the classroom?

## 6.4 Sport and exercise | Writing

### Focus: Ordering ideas logically

#### 1 Introduction

1.1 You are looking for a new gym. Which of these things are important for you? Why?

size of the gym	open 24/7	facilities like a pool/sauna	brand new equipment
cleanliness	free fitness classes	qualified trainers	other (add your ideas)

1.2 Speak to a partner. How similar are your opinions?

#### 2 An email from Ace Gym

2.1 Read the email from the Ace Gym team to their members. Why did they write this email?

Message

From AceGym@info-acegym.com Cc Bcc

Subject Gym updates

Dear Ace Gym member,

We are writing to let you know our plans to update the gym.

We are aware that parts of the gym are currently not in the best condition. Over the past few months we have received your comments about some old or broken equipment, as well as general wear and tear throughout the building.

We understand the importance of having a safe, clean and well-equipped space for your fitness needs. Please know that we are actively working on a plan to address these issues and improve the gym and will start making changes soon. We appreciate your patience and we will provide updates as we make progress.

Thank you for your understanding and continued support.

Keep strong 💪

The Ace Gym team

2.2 Would you be happy to get this email from your gym? Why (not)?

#### 3 Skills focus

The main body of this email is a kind of report from the Ace Gym team. It gives the gym members a general overview of the issues and an idea of how they will solve them. The email is in a logical order, which makes it easy for the reader to follow and understand.

3.1 Number the information below in the order that you find it in the email.

- what we are going to do about the issues
- current condition of the gym
- why it is important to take action
- statement about patience and support
- purpose of the email
- what we are doing about the issues

3.2 What extra information could the Ace Gym team include in the email report (eg cost of repairs)?



## 4 Problems and suggestions

You work at Ace Gym. Your manager has asked you to write a follow-up email report to update members on the latest information about what's happening at the gym.

**4.1** With a partner, make a list of at least four problems at the gym. For each problem, suggest two solutions.

**Example:**

*Problem: The shower area is always dirty.*

1. Create a cleaning schedule.
2. Put up a sign to ask users to keep the area clean.

**4.2** Which of these problems will be easy to solve? Which will take the longest time? Why?

## 5 Drafting the report

**5.1** Your colleague has written a draft of the email. Read the extract quickly. How would you feel reading this, if you were a member of the gym?

*We have heard your feedback on the untidy changing rooms. We've just employed a new cleaning company that will clean them three times a day. We're also updating our gym app with a new feature so you can let them know if there's anything that urgently needs cleaning. We'll let you know when we release this update. We are also aware there have been some issues with the lift, and we know this sometimes makes it difficult for some gym members, including wheelchair users, to access the gym equipment on the second floor. We contacted a repair company last week and are waiting for their response. This will be fixed within the next two weeks, and we will update you as soon as we can.*

**5.2** Look at the draft extract again. What phrases and grammatical structures can you find that refer to:

- a. what they have done, eg *We've just employed...*
- b. what they are doing
- c. what they plan to do

**5.3** What other phrases and grammatical structures could you use? eg *We plan to update you as soon as we can.*

## 6 Putting it together

**6.1** With your partner, draft your own email report. Use your own ideas from 4.1 and remember to:

- ▶ put your email in a logical order
- ▶ tell the members what you have done, what you are doing, and what you plan to do

**6.2** Swap drafts with another pair and give each other feedback. Use the peer-review questions on page 85 to help you.

**6.3** Use the feedback to make any final changes to your draft.

**6.4** Swap drafts with another pair. Read their report. How would you feel about this email if you were a member of Ace Gym? Why?

## 7 Reflection

**7.1** How does it affect the reader when a text is not written in a logical order?

**7.2** In what other situations might you have to write a short report like this?





## 6.5 Sport and exercise | Beyond the book

### Focus: Integrating skills



#### 1 Research

- 1.1 You're going to research a sport you haven't heard of or don't know very well. In small groups, choose one of the sports from the list below:

hurling | kabaddi | boccia | pickleball | biathlon | pentathlon | sepak takraw | your choice

For your sport, find out:

- ▶ How you play it
- ▶ How long a game is
- ▶ What equipment you need
- ▶ Where it is popular
- ▶ Some famous players
- ▶ Any other interesting information

- 1.2 When you have finished your research, answer these questions:

- ▶ What skills do you need to be good at this sport?
- ▶ Would you like to play or watch this sport? Why (not)?

#### 2 Plan

Decide how you want to present your research to the rest of the class. You could do this in many different ways, for example:

- ▶ Give a presentation
- ▶ Design a poster
- ▶ Create a sports factsheet
- ▶ Record a video report

#### 3 Present

Share your information with the whole class.

#### 4 Give feedback

Give feedback to another group on their research. What interests you most about this sport? Why?

## Module reflection

1. Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Follow the outline of short talks on a familiar topic
- ▶ Give reasons to support my point of view
- ▶ Understand factual information in a text
- ▶ Produce short reports that share information and give reasons for actions

2. Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Using a speaker's pauses and stressed words to help understand important information			
Using opinions from experts, personal experience, research or comparison to support opinions			
Transferring information from a text into another format			
Ordering ideas logically			

# 7. Technology



## Get started

Look at the picture above.

1. What do you think these things were used for?
2. When were they used?
3. What have they been replaced by?
4. Which ones have you used?

## Do you know...?

What was the name of the first ever video uploaded to YouTube?

- a Me at the zoo
- b Me at home
- c Me at work
- d Me at a party

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	► Understand the main points of adverts and reviews	► Understanding other people's opinions
	► Ask in a shop for an explanation of the differences between two or more products	► Checking we understand what someone or something means.
	► Understand a writer's feelings and perspective in magazine articles	► Understanding what a writer implies and what a reader infers
	► Write short notes giving simple, relevant information	► Choosing language that is appropriate for a text and its reader(s)

Check the answer to the 'Do you know...?' question on page 114.

# 7.1 Technology | Listening

## Focus: Understanding other people's opinions



### 1 Introduction

1.1 Look at the Veeta-Track smartwatch below. What kind of features do you think it has?

step counter	social media apps	heart rate monitor	removable strap
contactless payment	push notifications	blood oxygen monitor	other (say what)

### 2 An advert

2.1 37 Listen to the advert for the smartwatch and answer the questions.

- What features are mentioned?
- What kind of person might want to buy this smartwatch? Why?



### 3 Smartwatch reviews

3.1 38 Listen to two different people talking about the Veeta-Track smartwatch and answer the questions.

- Who are the people speaking?
- Who are they speaking to?
- Are the speakers mostly positive or mostly negative?

3.2 38 Listen again more carefully. Complete the table with the positive and negative features each speaker mentions.

	Speaker 1	Speaker 2
Positive		
Negative		

### 4 Skills focus

Both of the speakers give a kind of review of the Veeta-Track smartwatch. In this they include both facts (1) and their opinions (2).

**Example:** 'I set it up in just five minutes<sup>1</sup>, and it was quite easy<sup>2</sup> to do, but I didn't realise it automatically paired with my phone<sup>1</sup>'.

4.1 Look at the transcript on page 102. Underline the words or phrases the speakers use to show their opinions.

4.2 To show our opinion, we often stress the words or phrases we want our listener(s) to hear most clearly. This helps them better understand what we think.

Underline the words or phrases the speaker stresses in the extracts below.

- It gave me massive anxiety with all the alerts and it was really complicated to turn them off.*
- Not only does it helpfully suggest new routes, it also tracks where you've been, as well as your heart rate and steps. This is all extremely easy to share on your social media.*

4.3 39 Listen and check your ideas.

4.4 39 Listen again. Copy the speakers to practise your pronunciation.

## 5 Useful language

We can use modifiers to express our opinion clearly. Modifiers can make adjectives weaker or stronger. We can also repeat adjectives.


5.1 Look at the extracts from the reviews. Do the words in bold make the adjective stronger or weaker?

- a. It was **quite** easy to do. b. It was **really** complicated to turn them off. c. We're **big, big** fans of this update.

5.2 Use the transcript on page 102 to answer the questions.

- What other modifiers do the speakers use?
- Do the modifiers make adjectives stronger or weaker?
- What other modifiers do you know?

## 6 Putting it together

6.1  40 You are going to listen to an extract from a radio programme that reviews new technology. The reviewer, Daniel, is talking about the EZ-Time smartwatch. Listen carefully and complete the table with the features he mentions.

Fact	Opinion

6.2  40 Check with a partner. Listen again. Can you add any more details?

6.3 Check the transcript. Is there anything that you didn't hear? Why?

6.4 Discuss the following:

- Which features do you like about this smartwatch? Why?
- Would you buy this watch? Why (not)?
- Do you know someone who might like it?

## 7 Reflection

7.1 Where can you find other reviews like the ones in this lesson to practise your listening skills?

7.2 In what ways do people show their opinions in your language(s)?

### Technology | Vocab builder

1. Use the verbs to complete sentences a-h.

logging in | charging | turning up | connecting | downloading | crashing | scrolling through | overheating

- My car is \_\_\_\_\_ at the moment. It usually takes about 6 hours.
- I spent all morning \_\_\_\_\_ my social media pages.
- As soon as I get home I'm \_\_\_\_\_ the latest Dragon Flyer game. It looks so good!
- If your phone is \_\_\_\_\_, you need to switch it off and let it cool down.
- Is anyone else having a problem \_\_\_\_\_ to the Wi-Fi?
- The online portal is busy at the moment. I'll try \_\_\_\_\_ again later.
- My laptop keeps \_\_\_\_\_ when I'm doing homework. I think I need to update it.
- Would you mind \_\_\_\_\_ the volume? I love this song!

2. Look at the three phrasal verbs. What other prepositions can be used with them? eg scroll through > scroll up.

3. Create three of your own sentences. Use any of the verbs in any form.

Example: I've charged my phone, but now I can't connect to the Wi-Fi.





## 7.2 Technology | Speaking

Focus: Checking we understand what someone or something means


### 1 Introduction

1.1 Which of the two sets of headphones below do you like best? Why?

 <p><b>Pro-Listen</b></p> <ul style="list-style-type: none"> <li>• Sound quality ★★★★★</li> <li>• Detachable mic</li> <li>• Full range of colours</li> <li>• Earcup: Over ear</li> </ul> <p><b>£129.99</b> (instalment plan available)</p>	 <p><b>SoundWavez Pro</b></p> <ul style="list-style-type: none"> <li>• Sound quality ★★★★★</li> <li>• Built-in mic</li> <li>• Available in black, white, green and blue</li> <li>• Battery life: 20 hours</li> <li>• Daisy chain compatible</li> <li>• Earcup: On ear</li> </ul> <p><b>£125</b></p>
---	---

1.2 Is there any information you don't understand? Who could you ask to help you?

### 2 Talking to a shop assistant

2.1  41 Mei Li wants to buy some headphones for her daughter. She is talking to a shop assistant about the Pro-Listen and SoundWavez Pro. Listen to their conversation. Which headphones do you think she will choose? Why?

2.2 What questions could Mei Li ask the shop assistant about these headphones?

### 3 Useful language

Mei Li uses phrases to ask questions and make sure she understands the answers correctly.

3.1 Complete the top row (1-4) of the table below with the correct heading.

- |                            |                             |
|----------------------------|-----------------------------|
| a Show you understand      | c Show you don't understand |
| b Ask what something means | d Check you understand      |

1.	2.	3.	4.
<p>▶ Sorry, what exactly is...?</p> <p>a.</p> <p>b.</p> <p>c.</p>	<p>▶ So, do you mean...?</p> <p>d.</p> <p>e.</p>	<p>▶ Oh, I see!</p> <p>▶ Oh, I get that.</p>	<p>▶ Sorry, I didn't get that.</p> <p>f.</p> <p>g.</p>

3.2 Use the transcript on page 103 to complete the table with more phrases.

3.3 Look at the transcript again. Which two phrases does the shop assistant use to check Mei Li understands?

## 4 Skills focus

Both Mei Li and the shop assistant use different strategies to help them understand each other clearly when they are comparing the headphones.

**4.1** Match each strategy to a phrase in bold in the transcript in the next column.

- a. Giving examples
- b. Using simpler language
- c. Comparing to other things

**4.2** Find and underline more examples of the phrases they use for these strategies in the transcript.

### Transcript

#### Shop assistant:

Well, with the Pro-Listen, the microphone isn't always attached. **In other words**, you can take the mic off, **I mean** remove it, if you aren't using it.

#### Shop assistant:

Well, **for instance**, you'll want a mic if you are using these headphones for gaming, but you can take it off when you're just listening to music.

#### Mei Li:

Oh, so **it's just like** the difference between an ordinary mouse and a wireless mouse. Is that right?

## 5 Pronunciation

**5.1** How would you say the extracts below? Think about which words you would stress and where you would pause. Would your voice rise or fall when you ask the questions?

- a. *It's just like the difference between an ordinary mouse and a wireless mouse. Is that right?*
- b. *It's a bit like sharing the same headphones. Does that make sense?*

**5.2** Practise saying these sentences in different ways. Which way sounds best for the dialogue between Mei Li and the shop assistant?

## 6 Putting it together

**6.1** Work in pairs. Look at the product below.



### Gazer Star Projector

- 3-hour battery life
- Super-rapid battery charge
- Voice control
- Smart app integration
- Different colours available
- Power: USB to USB port

**£89.59** (or three instalments)

**Person A.** You are buying this product for a friend, but you don't understand much about it. Think about what questions you will ask the shop assistant.

**Person B.** You are a shop assistant. Think about what questions a customer might ask about this product and prepare what you will say. Remember to use the strategies in the Skills focus box.

**6.2** Role-play the situation.

**6.3** Swap roles. Now role-play the situation described on page 85.

**6.4** Answer these questions:

- a. How did you make sure your partner understood you clearly?
- b. What would you do differently next time?

## 7 Reflection

**7.1** Which of the three strategies in 4.1 do you think is most useful?

**7.2** In what other situations could you use these strategies?

## 7.3 Technology | Reading



**Focus: Understanding what a writer implies and what a reader infers**

### 1 Introduction

- 1.1 Order the technological advances below from most important to least important. Why did you rate them this way?

smartphones	telephones	Artificial Intelligence (AI)	electricity
3D printing	computers	electric vehicles	aeroplanes

- 1.2 In what ways do you think these technological advances have made the world a better, fairer or more equal place?

### 2 Reading an article

- 2.1 Match the words to their meaning.

1. social inequality	a the existence of unequal opportunities for people from different social groups
2. remote	b groups of people experiencing discrimination and/or exclusion
3. social justice	c the belief that everyone deserves equal political, economic and social rights
4. an underprivileged or disadvantaged area	d an area in which people don't have the same standard of living or as many opportunities as people in other areas
5. marginalised people	e far away from other towns and cities

- 2.2 Look at the title, headings and picture in the article below. What information do you expect to find in this article?

- 2.3 Read the article quickly to check your ideas.

### Artificial Intelligence and Social Justice: More than Cutting Edge Technology

Louise Biggerston, reporter



**Artificial Intelligence (AI) is frequently seen as one of the main technological developments of the 21st century. While many focus on the economic and technical impacts this will have, AI also has the unique potential to help fight social inequality across the globe as an essential tool in the fight for social justice.**

#### Education

Education is one key area where social justice can be achieved through the use of AI. Traditional education often doesn't take into account students' needs, especially the needs of marginalised learners. Some AI platforms, however, can personalise lessons and learning materials according to different learning preferences and Special Educational Needs (SENs), which is much more useful for these students, especially when it comes to personalised, individual feedback.

Many schools across the globe that work with marginalised students have implemented projects where AI helps teachers adapt their lessons to their students. In this way, their students have a much better chance to understand complex ideas and develop skills at their own speed. This helps make the gap between privileged and underprivileged pupils smaller.

In addition, AI can play a crucial role in helping teachers with overcrowded classes, too many teaching hours and not enough teaching resources. It can help teachers manage their time planning and teaching much more effectively and create and deliver meaningful and valuable lessons to their students.

#### Medical services

Another important social benefit of AI is its ability to provide access to health services in remote or disadvantaged areas. Patients living in these areas can enter images and data into AI-powered apps, which then help detect diseases such as diabetes and cancer much earlier, with high levels of accuracy.

There are also lots of incredible free apps that use AI for people to access medical advice more easily. With marginalised groups usually being more likely to develop certain diseases, these apps are particularly useful to predict and identify issues, providing more opportunities for timely intervention and the allocation of medical resources.

Since rural and marginalised areas usually lack medical professionals, AI has a lot of potential to provide social justice in key areas affecting societies throughout the world.

#### Looking forward

Obviously, AI is not the solution to all problems related to social inequality, but it can offer many benefits to groups that are normally left behind. Areas such as education and health, among others, are key in the development of more equal societies. As AI further develops, it will become more and more important to consider how it can be used in the fight for the social justice everyone in the world needs and deserves.



**2.4** Read the text again more carefully to answer these questions:

- Do you agree with the ways proposed to promote social justice in education and health? Why (not)?
- Do you think the ways of applying AI mentioned in the text could work in your country to reduce social inequality? Why (not)?
- In what other ways can AI promote social justice? How?
- What else would you like to learn about technology and social justice?

### 3 Skills focus

The article contains lots of information about the role AI plays in social justice. However, when we read more carefully, we can understand what the writer implies (eg their feelings and perspectives) and we can infer their overall opinion.

For example, in the introduction, we see:

'AI also has **the unique potential** to help fight social inequality across the globe as **an essential tool** in the fight for social justice.'

The phrases in bold imply the writer thinks AI is special and has a very important role to play. These phrases help us *infer* that the writer thinks this is a positive thing.

- Read the article again carefully. Underline any other words or phrases the writer uses to imply their feelings or perspective.
- What can you infer about the writer's opinion on using AI to reduce social inequality?

### 4 Engaging with the text

Read Jameel2001's forum post on the right.

- Why do you think he feels this way about AI?
- Write a reply to the post with at least two ideas. One idea must come from the article on page 68, and one should be your own idea. Write a different paragraph for each idea following this structure:
  - Topic sentence:** This tells the reader the main idea of the paragraph.
  - Supporting sentences:** These help to develop the idea stated in the topic sentence.
  - Concluding sentence** (optional): It restates the point made in the topic sentence.
 Think about the words and phrases you can use to make your feelings and perspective on this topic clear.
- Swap responses with a partner. Do you have similar feelings about the future of AI?



#### We need to stop AI now!

Jameel2001 · 2 days ago

So, the more I read, the more I think AI is a terrible idea. I'm not worried about robots taking over the world or anything, but I do think it's all moving too fast. I'm pretty sure AI will take over my job (I'm a graphic designer) soon, so what am I supposed to do? Also, don't people just use it to cheat at school and university? Shouldn't we stop it now before it's too late?



### 5 Reflection

- What words and phrases like those in the Skills focus box can you use in your language(s) to show your feelings and perspectives?
- Where can you find more texts in English to develop your understanding of a writer's feelings and perspectives?



## 7.4 Technology | Writing

Focus: Choosing language that is appropriate for a text and its reader(s)

### 1 Introduction

1.1 Read the texts below. What kind of text is each?

- a direct messages (DMs)
- b a review
- c a chatbot conversation

1.

#### Tablet TCL7

★ Avoid this product

Abdul Majid · 25 February

I gave this one star because it's not possible to give a zero on this site.

This tablet worked for a day, and then it started switching itself off every few minutes. I wrote to the company, and they said it was defective, so they exchanged it for a new one. I waited a week, and when it came it had the same problem. It's been a complete waste of time and money, and I wish I had never bought it.

If you're thinking about buying this product, my advice is to choose something else.

2.

Hey Paula, How's it going?

Hi Isabelle! So, I'm thinking of getting the ZX376. You got one, right? What's it like?

Amazing!

Yeah? It's that good?

I've had it for a couple of months now and it works like a dream. I couldn't be happier.

I've found one online for \$250. Is that good?

I paid more, but it was worth the price. I love it.

3.

Hi. I'm here to help. Please type your query.

I'm having a problem with the smartwatch I bought last week.

Ok. Tell me more about the problem.

I'm trying to save my data, but the device won't connect to the cloud.

Ok. Have you tried switching it on and off?

Yes. There's something wrong. It's faulty.

Ok. Let me connect you to one of our customer support team...

1.2 Which text is more formal? How do you know?

### 2 Useful language

Each of the writers has included information about what they like or don't like about their product.

We can break this information into three categories:

A: Suggest how much it costs	B: Say how well it works	C: Describe technical issues
<ul style="list-style-type: none"><li>▶ be well worth it</li><li>▶ be a waste of money</li></ul>	<ul style="list-style-type: none"><li>▶ works like a dream</li><li>▶ be a defective model</li><li>▶ be faulty</li></ul>	<ul style="list-style-type: none"><li>▶ switches itself off</li><li>▶ won't connect to the cloud</li></ul>



**2.1** Put the phrases below into the table on page 70.

- ▮ works on and off
- ▮ be affordable
- ▮ cost me an arm and a leg
- ▮ be useless
- ▮ won't turn on
- ▮ be easy to use
- ▮ be broken
- ▮ be reasonable
- ▮ keeps malfunctioning
- ▮ be pricey
- ▮ keeps updating itself
- ▮ makes a strange sound

**2.2** For each word or phrase in columns A and B, decide if the meaning is positive (+), negative (-) or can be both (+/-).

**2.3** Add two more phrases to each column in the table.

### 3 Skills focus

The texts on page 70 use different styles and language. This is because each text has a different audience and purpose.

- ▮ Paula and Isabelle write short sentences and use informal language, including emojis. This is because they know each other.
- ▮ Abdul Majid writes longer, more complex sentences and uses more formal language. This is because he is writing for a general online audience.
- ▮ The customer with the chatbot uses direct, neutral language. This is because they want clear answers from the chatbot.

**3.1** You are Abdul Majid. Use the information in the review to write a short message to a friend about your experience with the tablet. Look at Paula and Isabelle's messages to use as a style guide.

**3.2** Swap messages with a partner. How similar are your texts?

### 4 Putting it together

**4.1** Choose one of the situations below.

- a. A friend has messaged you about a tech product you have. Decide if you would recommend it and why, then write a short message back.
- b. You bought a product from a company online. There is a problem with the product. You need to complete an online form on the company's website to explain what the problem is.
- c. You're on a review website and you see another customer has complained about a product you have. Decide if you agree with them and reply with your own mini review.

**4.2** Plan your text. Remember to think about the following:

- ▮ What kind of text is it (message, review, email etc)?
- ▮ What is the relationship between you and the reader?
- ▮ What style works best for your message?

**4.3** Before you write your text, tell a partner about your plan. Do they have any helpful suggestions?

**4.4** Write your text.

**4.5** Swap messages with a partner. Give each other feedback using the checklist below:

- ▮ Is the type of text clear?
- ▮ Is it easy to understand?
- ▮ Is the style appropriate for the reader?
- ▮ Is there anything you would add or delete?

**4.6** Use their feedback to improve your message.

### 5 Reflection

**5.1** Why is it important to think about our audience when we write something?

**5.2** How does your style change when you write different texts in your language(s)?



## 7.5 Technology | Beyond the book

### Focus: Integrating skills



#### 1 Research

- 1.1** In small groups, you're going to research an important invention or piece of technology. First, decide what you would like to research (eg cars, the internet, electricity, paper).  
For your invention or piece of technology, find out:
- ▶ Who invented it
  - ▶ When it was invented
  - ▶ Where it was invented
  - ▶ What its purpose was
  - ▶ How it has changed over time
  - ▶ Any other important information
- 1.2** When you have finished your research, answer these questions:
- ▶ How might this invention change in the future?
  - ▶ Why do you think it's an important invention?

#### 2 Plan

Decide how you want to present your research to the rest of the class. You could do this in many different ways, for example:

- ▶ Write a blog post
- ▶ Create a poster
- ▶ Give a presentation
- ▶ Record an advert

#### 3 Present

Share your information with the whole class.

#### 4 Give feedback

Give feedback to another group on their research. Is the invention or piece of technology they researched important for you? Why (not)?

## Module reflection

- 1.** Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Understand the main points of adverts and reviews
- ▶ Ask in a shop for an explanation of the difference between two or more products
- ▶ Understand a writer's feelings and perspective in magazine articles
- ▶ Write short notes giving simple, relevant information.

- 2.** Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Understanding other people's opinions			
Checking we understand what someone or something means			
Understanding what a writer implies and what a reader infers			
Choosing language that is appropriate for a text and its reader(s)			

## 8. Museums



### Get started

Look at the picture above.

1. Where do you think the people are?
2. What are they looking at?
3. How might they be feeling?
4. Would you like to join them? Why (not)?

### Do you know...?

Look at the names of five museums. Which one doesn't exist?

- a Museum of Trash, USA
- b Sulabh International Museum of Toilets, India
- c Museum of Lost Languages, Egypt
- d Hair Museum of Avanos, Türkiye
- e BATA Shoe Museum, Canada

Skills	Learning outcomes By the end of this module, you will be better able to:	Skills focus In this module you will develop the following skills and strategies:
	► Understand the main points of a guided tour	► Understanding phrases and words that describe dates and time
	► Share specific information from leaflets and websites	► Paraphrasing information you have read
	► Understand the main points of descriptive notes in museums	► Using context to help understand meaning
	► Produce short, simple essays on topics of interest	► Planning paragraphs in detail before drafting

Check the answer to the 'Do you know...?' question on page 117.



# 8.1 Museums | Listening



Focus: Understanding phrases and words that describe dates and time

## 1 Introduction



nieves de garrafa



mochi ice cream



a 99



gelato

1.1 Look at the pictures of different types of ice cream and answer the questions.

- ▶ Which of these have you heard of?    ▶ Where do you think each type of ice cream comes from?
- ▶ How do you think each is made?    ▶ Which of these have you tried?

## 2 Welcome to the International Ice Cream Museum

2.1 42 You have just started an audio tour of the International Ice Cream Museum. Listen to the start of the audio guide. What can you find in each part of the museum?

- |                       |                                       |
|-----------------------|---------------------------------------|
| 1 Main hall           | a Information on soft serve ice cream |
| 2 Ground floor annex  | b Ice cream experience room           |
| 3 First floor, room 1 | c Toilets                             |
| 4 First floor, room 2 | d Modern ice cream exhibition         |
| 5 First floor, room 3 | e Café                                |
| 6 Top floor           | f International ice cream tour        |
|                       | g The history of ice cream            |

2.2 42 Listen again to check your answers.

## 3 The history of ice cream

3.1 You are now in the main hall and can see lots of information and exhibits about the history of ice cream. Before you listen to the audio guide, try to answer these questions.

- a. Where do people think modern ice cream comes from?
- b. What made it difficult to make ice cream in the past?
- c. Where is ice cream most popular today?

3.2 43 Listen to the audio guide to check your ideas.

3.3 Before you listen again, try to put these events in the order they happened.


- a The freezer is invented.
- b Alexander the Great drinks ice and honey.
- c Antonio Latini creates gelato.
- d The first ice cream parlour opens in the USA.
- e Marco Polo travels to China.

3.4 43 Listen again and check.



## 4 Skills focus

The audio guide uses different phrases and words to describe dates or periods of time. There are many different ways we can say these.

- 4.1** Look at these extracts from the audio. What's another way to say each of the time phrases in bold? The first one has been done for you.
- Until the late 1800s**, ice cream was a treat only for the very, very rich.  
= *before the late 19th century / up until about 200 years ago*
  - However, ice cream as we know it today, really emerged **in the 17th century** in Italy.
  - Prior to that**, *sorbetta* had been only made with fruit and ice.
  - Meanwhile, by the **mid 1700s** ice cream had arrived in the USA.
- 4.2** Look at the transcript for track 43 on page 104 and underline all the other time phrases and words.
- 4.3** When we mention dates or periods of time, we often stress these phrases and make a slight pause before we continue speaking. This helps the listener hear this important information more clearly.
-  **44** Listen to the four extracts. Notice how the speaker stresses the key words in these phrases and pauses before continuing to speak.
- 4.4** Try to say the extracts the way the speaker says them.



## 5 Putting it together

- 5.1** You are going to continue your audio tour of the museum. Choose a room on the first floor to visit from 2.1.

 **45** First floor, room 1

 **46** First floor, room 2

 **47** First floor, room 3

Listen to the audio guide for your room at least three times. Take notes and answer the questions below.

- What kind of ice cream does it talk about?
  - What is the history of this ice cream?
  - Where was it invented?
  - How is it made?
  - Does any of the information surprise you?
- 5.2** Check the transcript of your room on page 104 or 105. Is there any information you didn't hear?

## 6 Discussion questions

- 6.1** Find a partner who visited another room. Use your notes to tell your partner about the information you heard.
- 6.2** Look at the transcript of the room your partner told you about. Is there any other important information your partner didn't hear?
- 6.3** Answer these questions with the same partner:
- What is the most interesting thing you heard about the history of ice cream?
  - What do you think is in the Experience Room on the top floor of the museum?
  - Do you know anyone who would enjoy visiting this museum?

## 7 Reflection

- 7.1** Which of the time phrases were new for you?
- 7.2** Where can you find similar audio guides to practise your listening?

### Museums | Vocab builder

- Make the bold word in each sentence negative. You need to use the correct prefix (im-, dis-, un-, in-, ir-).
  - This exhibition used to be really **popular**, but it's not now.
  - The tour guide was wearing **formal** clothes.
  - It's **possible** to see all of the objects in the museum in one day.
  - My dad **agreed** with some of the things the audio guide said.
  - The museum has quite **regular** opening hours.
- Find one more word that uses each of the prefixes, eg unhappy.
- Create three sentences about museums. Each sentence should have at least one word with a prefix.


## 8.2 Museums | Speaking

### Focus: Paraphrasing information you have read

#### 1 Introduction

- 1.1 A friend from another country is coming to visit you. They love visiting museums and galleries. Answer these questions.
- What museums or galleries would you recommend to them? Why?
  - What information could you tell them about these museums or galleries?
  - How would you share this information with them?

#### 2 Voice message

- 2.1 Read the messages between Taek and Amina and answer the questions:
- What do you think their relationship is?
  - What are they planning to do?
  - What do you learn about Jun?
  - Why do you think Amina decides to send Taek a voice message?
- 2.2  48 Listen to Amina's voice message. Do you think Taek would like to go to this museum? Why?
- 2.3 Read the transcript below of Amina's voice message and answer the questions:
- How does Amina know so much about the museum?
  - What was she doing while she was recording the message?

Taek

Hey Amina, Jun and I can't wait to see you next weekend!

I know, it's been ages. There's so much for us to catch up on. And I haven't seen Jun since he was a year old!

Can you believe he's almost three already?! Crazy! Anyway, where do you think we should go?

Well, someone was telling me about the new museum in town. If you're interested?

Oh?

Yeah, I think it opened just after you moved away, but I've still not been.

Interesting. Do you think it'll be ok for us though? I mean, with the pushchair?

Also, I just want to check the price. I don't want us to pay a lot of money and then have to leave early because Jun starts crying or something!



Hey, there's too much to type, so I'm erm recording this voice message instead.

So, I think this museum could be good. It looks like it's free to get in, so no problems there, and it's OK to bring kids<sup>1</sup>... Let me scroll down a bit, oh, there's an exhibition on at the moment about transport, that could be quite good... Oh, it seems like the main thing to see is the Egyptian experience. You love ancient Egypt, right? Erm, let me check that, hang on a second, it's just loading... Aha! It looks like that's free, but we'd need to book tickets. I can do that, if you're interested. Anyway, it's really easy to get there. It says we can walk there from the central train station in quarter of an hour. Oh, and it's got somewhere we can get a coffee afterwards. I'll send you the link so you can look at it.



### 3 Skills focus

Amina is looking at the museum's website while recording her message, but she doesn't read every word from the website out loud. Instead, she uses other words to explain what it says. This is called paraphrasing.

**3.1** Why does she do this?

**3.2** Look at quotes 1-6 below, which are from the museum website.

Use the transcript of Amina's voice message at the bottom of page 76 and underline the words Amina uses to paraphrase the information.

The first one has been done for you.

- 1 *Families are welcome.*
- 2 *Visit our new café.*
- 3 *Free admission.*
- 4 *Visit our temporary exhibition.*
- 5 *Don't miss the world-famous Egyptian experience*
- 6 *We are just 15 minutes on foot from the railway station*

**3.3** How else can you paraphrase any of the information from the website?

### 4 Useful language

Look at this extract from Amina's voice message.

It looks like<sup>1</sup> it's free<sup>2</sup> to get in, and it's OK to<sup>3</sup> bring kids

She uses 'it' for three reasons:

1. To introduce information from the website.
  2. To not repeat the word 'museum'.
  3. To sound natural and informal (more formal = bringing children is OK). This is called a 'dummy it'.
- 4.1** Look at the transcript of the voice message again. Find one other example of Amina using 'it' for each of these reasons.
- 4.2** 'It' is usually unstressed when said in a sentence. Look at the extracts below and underline the words you *would* stress.
- a. It looks like it's free to get in.
  - b. And it's OK to bring kids.
- 4.3** Practise saying the extracts with a partner. Did you make the same choices?
- 4.4** Look at the examples of 'it' you found in 4.1. Practise saying these sentences, thinking about which words to stress.

### 5 Putting it together

**5.1** Work with a partner. You are going to send a short voice message to them about a new museum. You think you should go there together.

Person A, look at the website on page 87.

Person B, look at the leaflet on page 88.

Read the text carefully and underline what you think is interesting about this museum or gallery. Practise how you will paraphrase this information.

**5.2** 'Send' your voice message to your partner. You can record this or speak to your partner.

When you are listening, remember this is a voice message, so you can't interrupt your partner, or ask them to stop or slow down. If you have questions, you can ask them when the whole message has finished.

**5.3** Swap roles.

**5.4** Now, read your partner's text.

- a. Did they include all the important information?
- b. Decide with your partner which museum/gallery you should go to and why.

### 6 Reflection

**6.1** How often do you paraphrase things in your language(s)?

**6.2** When could you use this skill in the future?





# 8.3 Museums | Reading

Focus: Using context to help understand meaning

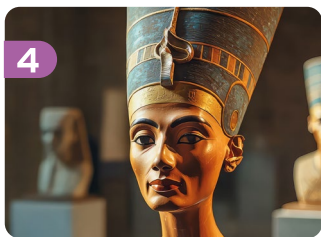
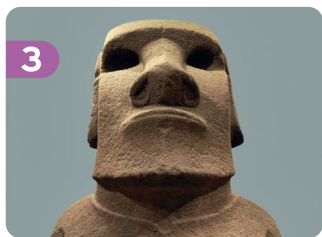
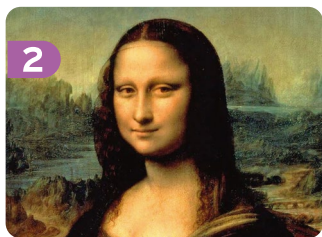


## 1 Introduction

- 1.1 What kind of information do people like to know about objects in museums and galleries?
- 1.2 Where can they find this information?

## 2 Reading information in museums

2.1 Read the descriptive notes below, which are from museum labels, and match them to the images.



<p><b>Text A</b></p> <p>This bust<sup>1</sup> is 48cm tall and weighs 20kg<sup>2</sup>. It is made of limestone<sup>3</sup> and it is believed to have been crafted around 1300 BCE<sup>4</sup>.</p> <p>Since it was found in Egypt<sup>5</sup> in 1912<sup>6</sup>, it has been on display in many museums, including the Dahlem Museum and the Altes Museum<sup>7</sup> but now will not move from the Neue Museum<sup>8</sup>.</p>	<p><b>Text B</b></p> <p>One of the most famous objects in the British Museum, this stone slab is inscribed with a decree by King Ptolemy V during the Ptolemaic dynasty in Egypt.</p> <p>It was found during the Napoleonic campaign in Egypt in 1799 and, eventually, the 760kg granodiorite stela slab was brought to England. It was the key to learning how to read hieroglyphic script.</p>	<p><b>Text C</b></p> <p>This half-length portrait is considered a Renaissance masterpiece. It is believed to have been painted between 1503 and 1506 in oils on a white poplar panel.</p> <p>This 77cm x 53cm work was stolen from the museum in the early 20th century but was eventually returned to us here at the Louvre.</p>	<p><b>Text D</b></p> <p>This is a megalithic statue showing the living faces of the Rapa Nui People. The 1.3m statue is carved from volcanic rock, showing arms, torso and head. This is one of a series of statues that date back to between 1100 and 1600 AD.</p> <p>The statue was taken from Easter Island (now part of Chile) in 1868 and was brought to the museum the following year. Its current location is controversial.</p>
---	--	---	---

## 3 Skills focus

These small texts contain a lot of detailed information and use specific vocabulary that not everyone will understand. However, if we read carefully, we can understand the type of information the writer is sharing with us. For example, in Text A the writer includes:

- |                        |                                 |                                |                      |
|------------------------|---------------------------------|--------------------------------|----------------------|
| 1. what it is          | 3. what material it's made from | 5. details about its discovery | 7. where it has been |
| 2. its size and weight | 4. when it was made             | 6. where it's from             | 8. where it is now   |

When we understand the type of information a writer is sharing, we can decide if we want to look up any words or phrases we don't know.

3.1 Choose one of the descriptions (Texts B-D). Underline and label the types of information.

3.2 Look up any words or phrases you don't know.



## 4 Researching further

- 4.1 Text D includes the sentence 'Its current location is controversial.' This phrase suggests there is an interesting story about the Moai. Read the article below. Why is the location controversial?

### The fight of the Rapa Nui people for the return of the Moai continues, despite no response from the British Government.

As reported by a Pascuense newspaper, the Council of Elders of the Rapa Nui asked King Charles III to help them in their fight to return the Moai Hoa Hakananai'a from the British Museum. They informed the king that the statue, one of a series dating from between 1100 and 1600, has a deep spiritual symbolism for the inhabitants of Easter Island. However, to date there has been no answer from the monarch.

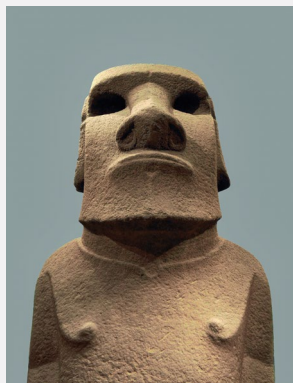
The Council has also contacted the British Museum, which claims returning the Moai is impossible because of a UK law which states anything given to the museum collection belongs to the British people. However, they have suggested moving the Moai back to Easter Island on 'permanent loan'. This means that the museum would physically restore the Moai, but it would continue to be the property of the British Museum.

In response, a lawyer representing the Rapa Nui reminded the British museum that the Moai were stolen from their ancestors by the British Royal Navy in 1868, and that stolen property cannot belong to the people who stole it. She also warned them against delaying the return, as Chilean campaigners are threatening to spam the British Museum's social media until the statues are returned.

The Chilean Ministry of Foreign Affairs has also promised to support the needs of the people of Easter Island, and has been more active in this debate since the Santiago Natural History Museum returned another Moai from their collection in 2022.

Even if the British Museum agrees to return the Moai, questions remain about who will pay to move the 1.3m volcanic rock statue back to its place of origin.

The debate continues.



- 4.2 Read the article more carefully and answer the questions.

- Do you agree that the location of the statue is controversial? Why (not)?
- Do you agree or disagree with the idea of a 'permanent loan'? Why (not)?
- What do you think the Council of Elders should do? Why?
- What do you think the British Museum should do? Why?
- Do you agree with what the campaigners are planning to do? Why (not)?

## 5 Language analysis

The online article tells the reader what other people said or wrote about the controversy connected to the Moai. To do this, the writer uses reporting verbs. For example:

*The Council of Elders of the Rapa Nui **asked King Charles III to help them...***

It's useful to notice how these reporting verbs are used when you read a text so you can use them in your own writing and speaking in the future.

The structure of the reporting verb in bold is: verb + object + infinitive (ask someone to do something).

- Look at the article again. What other reporting verbs can you find?
- What is the structure for each reporting verb?

## 6 Engaging with the texts

Look back at the museum labels (2.1, Texts A-D)

- Text D used the word 'controversial' to suggest there is an interesting story. Which word or phrase suggests something interesting in Texts A-C?
- Choose one item and read more about its interesting story.
 

Rosetta Stone	Page 86
Mona Lisa	Page 88
Bust of Nefertiti	Page 83
- Share your findings with someone who read another story.
- Which of the stories do you find most interesting? Why?

## 7 Reflection

- Why is it not always necessary to look up all the unfamiliar words in a text?
- How can you keep up to date on the story of the Moai?

## 8.4 Museums | Writing

Focus: Planning paragraphs in detail before drafting

### 1 Introduction

1.1 What is most important to you when choosing a museum to visit? Order the items below from most important to least important.

- a free admission
- b tours with a guide
- c audio tours
- d talks from experts
- e late-night opening
- f cafés or restaurants
- g shops that sell souvenirs and gifts
- h children's events

1.2 Compare your answers with a partner.

### 2 A museum competition

You see this post on your local town's social media page.



Your town  
2h

Your town needs you!

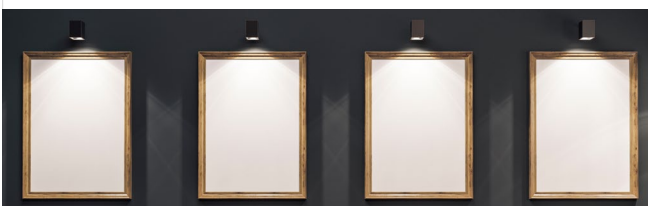
As part of our mission to attract more tourists to our town, we want to build a new museum that is both FUN and FANTASTIC.

We are now considering what theme the museum should have, what we could display, and how we could make the museum both modern and interactive for people of all ages.

Do you have a great idea? Why not enter our competition to win a £500 cash prize AND lifetime free entry to the museum for you and your family.

Send us a short text with your proposed theme and three ideas that will attract visitors to [museumcompetition@ourtown.local.org](mailto:museumcompetition@ourtown.local.org)

The winner will be announced next month.



👍 15 ❤️ 2

♡ Like 💬 Comment ➦ Share

2.1 You decide to enter the competition. To win, you need to have good, realistic and interesting ideas that will attract lots of people to the museum.

Before you start writing, think of two possible themes for the museum. For each theme, answer these questions:

- a. What exhibits and features could it have?
- b. Who would like this museum? Why?
- c. Why would it be good for your town?

Example

#### Theme 1: The history of tennis

##### Features?

- VR sets to play against tennis stars
- tennis-themed restaurant
- interactive videos on the history of tennis
- highlights of famous matches
- shop selling tennis equipment

##### For:

- tennis fans?
- players?
- people who like sport?

2.2 Which one of your themes do you think has the best chance of winning the competition? Why?



### 3 Skills focus



To win the competition, you have to write a text that persuades the local town that your ideas are the best.

- 3.1** The competition post tells us the text should be 'short', and should only include your three best ideas for exhibits and features. Which three ideas will you choose from your notes?
- 3.2** Each idea should have its own short paragraph that follows this structure:
  - ▶ A topic sentence to introduce the exhibit or feature
  - ▶ Details and examples to support the idea
  - ▶ Reasons to explain why these ideas are good

Use this structure. Order the sentences below to create a paragraph about the History of Tennis Museum.

- a In addition, they could get advice on improving their tennis techniques through an AI-powered video simulator.
- b For example, visitors could use virtual reality (VR) sets to play matches against famous players.
- c These ideas would be interactive and attract people of all ages.
- d Firstly, the museum should include fun, hands-on technology.

### 4 Linking your ideas

- 4.1** Look at the paragraph about the History of Tennis Museum in the next column.
  - a. Underline how the writer links this paragraph to the previous one.
  - b. Circle how the writer links ideas between sentences.
- 4.2** Which other words and phrases do you know to:
  - a. link paragraphs?
  - b. link ideas between sentences?

Another important feature of the museum could be a themed restaurant. For instance, plates shaped like tennis balls, spoons that look like racquets and a floor that looks like a tennis court. TV screens would also show highlights from famous matches for visitors to enjoy while they eat tennis-themed food. This would be fun for all the family and be a unique place to eat in our town.

### 5 Putting it together

- 5.1** Choose one of your ideas and draft a paragraph for your competition entry. Use the structure from the Skills focus box.
- 5.2** Swap drafts with a partner. Give your partner feedback using the peer-review questions:

1. Does the paragraph have a clear topic sentence?
2. Are the details and examples relevant to the topic sentence?
3. Is it clear why this is a good idea?
4. Does everything make sense?
5. Could anything be added or removed?
6. Does the writer give reasons to explain why their choices and ideas are good?

- 5.3** Make changes to your draft, using the feedback.
- 5.4** Write the next two paragraphs of your competition text.
- 5.5** Now swap all three paragraphs with a different partner. Give each other feedback using these questions:
  - a. Does each paragraph follow the structure in the Skills focus box?
  - b. Has the writer used words and phrases to link paragraphs and sentences?
  - c. Could anything be added or removed?
- 5.6** Using the feedback, decide what you would change.

### 6 Reflection

- 6.1** How did planning your ideas help you write a better text?
- 6.2** Why is it important to link your ideas in and between paragraphs clearly?





## 8.5 Museums | Beyond the book

### Focus: Integrating skills



#### 1 Research

- 1.1** In small groups, you're going to research a famous item from a museum. First, decide what you are going to research.

For your item, find out:

- ▶ What it is
- ▶ Why it is famous
- ▶ Where it is from
- ▶ Where it is now
- ▶ Interesting stories connected to it
- ▶ Any other important information

- 1.2** When you have finished your research, answer these questions:

- ▶ Would you like to go and see it? Why (not)?
- ▶ Do you think it should stay in the museum it's in? Why (not)?

#### 2 Plan

Decide how you want to present your research to the rest of the class. You could do this in many different ways, for example:

- ▶ Make a mini documentary
- ▶ Record an audio guide
- ▶ Design a webpage
- ▶ Write a museum information sheet

#### 3 Present

Share your information with the whole class.

#### 4 Give feedback

Give feedback to another group on their research. What did you find most interesting about the item? Why is this interesting for you?

## Module reflection

- 1.** Think about what you have done in this module. Tick (✓) the statements below if you agree.

I can better:

- ▶ Understand the main points of a guided tour
- ▶ Share specific information from leaflets and websites
- ▶ Understand the main points of descriptive notes in museums
- ▶ Produce short, simple essays on topics of interest

- 2.** Complete the table.

How do you feel about these subskills and strategies?	I'm very confident	I'm quite confident	I'm not confident
Understanding phrases and words that describe dates and time			
Paraphrasing information you have read			
Using context to help understand meaning			
Planning paragraphs in detail before drafting			

## 8.3 Task 6: Engaging with the texts (Nefertiti). Page 79.

### Should Nefertiti move one last time?

In 2009, The Neues Museum in Berlin reopened after a huge renovation. Among its 9,000 artefacts, the bust of Nefertiti is one of its stars, and attracts visitors from around the world.

Although the bust has lived in many places in the past, including the private home of collector James Simon, the basement of the Prussian Governmental Bank, a salt mine and several other museums in Germany, The Neues has stated the bust will no longer travel.

The main reason for this, according to the museum curators, is that the bust is made of delicate limestone, which makes it too fragile to go anywhere.

However, like the Moai in the British Museum, the location of the bust is controversial.



Since 1924, the Egyptian government has demanded the return of the artefact. They argue that it was illegally taken from Egypt in 1913 and want to see it returned to its true home.

In response, German authorities claim they legally own the bust, as shown in a document between German archaeologist Ludwig Borchardt and a senior Egyptian official, dated 1913. Others suggest this document is a fake.

The debate continues.

## 2.2 Task 6: Putting it together (Person A). Page 17.

### School role play

#### Student:

You're a student in high school.

Your partner is your teacher (decide with your partner what subject they teach, eg maths, English, physics).

You're usually a good student, but you failed an exam last week.

You didn't prepare for the exam because you were practising with a school sports team (decide what sport it was, eg football, tennis, athletics).

Playing in a sports team is an important part of your university application.

You're now worried about your grade because a low grade will look very bad on your university application.

Start the conversation. Ask your teacher to let you retake the exam.

### Work role play

#### Employee:

You're a new employee. You joined your company one month ago.

Work finishes at 17.30, but you sometimes leave at 17.15.

You sometimes need to leave work early to collect your young child from a grandparent.

You don't want to tell your manager about this, because you didn't mention the child during the job interview. You always finish the day's work before you leave.

Your recent progress report says that you are doing well.

Your manager wants to see you. Start the conversation. Ask why the manager wants to see you.

**2.4 Task 5: Writing to the principal (peer-review questions).** Page 21.**Tone and formality**

1. Is the email too informal?
2. Does it sound positive?
3. Are there any words or phrases that are not appropriate for an email to the principal? Why?

**Overall effect**

4. Does the email say why the suggestions are important?
5. How would you react if you were the principal?
6. What are the best parts of the email? Why?

**4.3 Task 5: Engaging with the texts (Group A).** Page 39.**Group A (managers):**

You are going to meet the teachers to listen to their concerns. Before the meeting, think about how you plan to use AI in the language school and why it is a good idea. You must try to persuade the teachers that using AI will be good and that their jobs are safe.

**5.3 Task 5: Useful language.** Page 49.

Opening a letter	Closing a letter
Dear...	All the best
Dearest...	Yours sincerely
Dear Sir/Madam,	Yours faithfully
Hi,	Best wishes
Hey,	With love
To whom it may concern,	With love to you all
	With love and best wishes

**6.2 Task 3.2: Skills focus.** Page 56.

1. Complete the sentences with one of the words below to complete the phrase:

shows	said x 2	read	say
-------	----------	------	-----

- a. I \_\_\_\_\_ somewhere that 95% of the sports on TV are men's sports.
- b. Research \_\_\_\_\_ young people benefit from starting sports at an early age.
- c. Something I read \_\_\_\_\_ that 70% of US children stop playing organised sports by age 13.
- d. They \_\_\_\_\_ things will get better in the future, but I'm not so sure.
- e. It is \_\_\_\_\_ that more than half of professional boxers get brain damage.

2. Which of these phrases is more formal?

Answers on page 114.

**6.4 Task 6: Putting it together (peer-review questions).** Page 61.**Purpose**

1. Is the purpose of the email report clear?

**Problems**

2. Are the problems with the gym described clearly?
3. Are there any specific examples?
4. Is it clear why the gym needs to solve them?

**Solutions**

5. Are the solutions clear and practical?
6. Is it clear when the solutions will be complete?

**Organisation and structure**

7. Is the email report well organised?
8. Is it easy to read?

**Tone and formality**

9. Is the email report too formal?
10. Are there any words or phrases that aren't appropriate? Why?

**7.2 Task 6.3: Putting it together (Person A & B).** Page 67

Look at the two fridges below.

**Person A**

You are a shop assistant. Think about what questions a customer might ask about the two products below and prepare what you will say. Remember to use the strategies in the Skills focus box on page 67.

**Person B**

You want to buy one of these products, but you don't understand much about them. Think about what questions you will ask the shop assistant.

Role-play the situation.

**Frozeo Micro Fridge**

Only \$39.99

- ▶ 4 litres
- ▶ Light and easy to carry
- ▶ Suitable for outdoor use and the perfect gift
- ▶ Connects to the SmartChill app
- ▶ USB 4-hour quick charge
- ▶ Space for 6 coke cans
- ▶ Silent mode
- ▶ Available in red, blue or white

**Go-with-me Mini Fridge**

\$59.99 (or two instalments)

- ▶ 10 litres
- ▶ Portable
- ▶ Perfect for picnics, fishing trips and outdoor activities
- ▶ 4-hour charge from plug socket or power cord
- ▶ Space for 11 coke cans
- ▶ Keeps items cool for more than 12 hours
- ▶ Eco-friendly: Uses advanced semi-conductor technology
- ▶ Multiple colours available





## CRACKING THE CODE OF THE ROSETTA STONE

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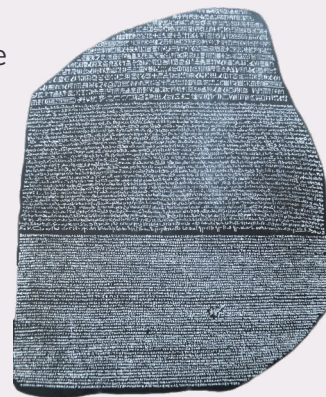


Thousands of people from all over the world come to see the Rosetta Stone. But what makes this stone slab one of the British Museum's top attractions? Well, it's all about what you can see written on the stone.

When it was found in 1799, archaeologists saw that it had writing in three different languages on it. These were written in two languages that students of ancient languages already knew (ancient Greek and Demotic) and one language they couldn't read, Egyptian hieroglyphics.

Many researchers, most famously British physicist Thomas Young, worked to understand the third language. However, it was not until 1822 that Jean-François Champollion, a French student of ancient languages, realised that each hieroglyphic represented a different sound. This meant they can be read, just like the other languages. Slowly, he was able to understand the message.

This discovery started a whole new area of research into Ancient Egypt, so it is no surprise that the Rosetta Stone takes pride of place in the British Museum's Egyptian gallery.



### 3.3 Task 4: Getting around Algiers (Group A). Page 29.



#### Tram

Although they can be crowded at peak times, the tram is a very economical and nice way to see the city as you can look out of the window and get on and off where you want. They are modern and air-conditioned, and the low floors make the tram easy for travellers with disabilities. The service is frequent, and information is in French and English. However, it gets very busy in some areas, which means it gets very noisy.

#### Taxis

A taxi is the easiest and fastest way to see the city if you're not staying long. There are lots of cabs and you don't have to wait long to get one, but it is better to book a taxi rather than get one on the street. Get some money from the ATM as many taxis don't take cards, and sometimes it is a good idea to check the price before you start.



**8.2 Task 5: Putting it together (Person A).** Page 77.

Read the information below carefully. Underline what you want to include in your message. Practise how you will paraphrase this information.

www.airandspacemuseum.co.uk



## Air and Space Museum

Visit our newest interactive group game, **Life in Space**. You and five friends put on uniforms and become space cadets for this 90-minute experience. Work together to complete tasks including:

- Taking off in our flight simulator
- Defending the ship from alien attack
- Solving computer problems
- Landing on a new planet

We are open from May to October this year.

This is a very popular experience, so book at least one week before you want to join us.

**Prices:** • Adults (21+) £40

- 15+ £25
- No under 14s allowed

Please note, no food or drink is allowed in the experience.

Start time: Every hour from 10am till 4pm.

Free car parking.

Nearest metro: 5-minute walk.

**2.2 Task 6: Putting it together (Person B).** Page 17.

### School role play

#### Teacher:

You're a high school teacher (decide with your partner what subject you teach, eg maths, English, physics).

One of your best students failed an exam last week.

You're surprised they failed the exam.

You noticed that recently this student has not been working hard in your lessons.

What reasons do they have for failing the exam? What were they doing?

Were they having fun with their friends? Do they have a job?

You think the student shouldn't retake the exam because they didn't work hard enough.

Your student will start the conversation.

### Work role play

#### Manager:

You're a manager. Your new employee has left the office early twice this week.

Work finishes at 17.30, but the employee sometimes leaves at 17.15.

The employee often looks tired. This is causing some problems at work.

The employee sometimes forgets to reply to emails and can take a long time to complete tasks.

Why is the employee leaving early? Is the employee leaving early to spend time with friends?

You need to understand their actions.

Talk to the employee to explain the problem. Can you agree on how to solve the problem?

**4.3 Task 5: Engaging with the texts (Group B).** Page 39.**Group B (teachers):**

You are going to meet the managers of ASH Language School to tell them of your concerns. Before the meeting, think about why you're worried about how the school will use AI, and why it's a bad idea. You must try to persuade the managers that using AI will not be good.

**8.2 Task 5: Putting it together (Person B).** Page 77.

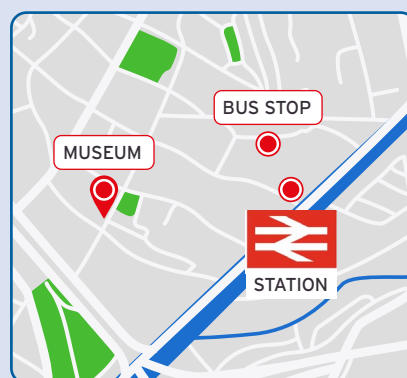
Read the information below carefully. Underline what you want to include in your message. Practise how you will paraphrase this information.

# ANIMATION MUSEUM

## New this month!

A huge variety of original cartoons, including anime, manga, 19<sup>th</sup> century art and family-friendly cartoons.  
Interactive gallery: Create your own cartoon storyboard.  
Themed café for the whole family to enjoy.  
Opening hours: Monday to Friday from 7am to 9pm.  
Saturday 10am to 9pm. Closed on Sunday.

**£5 per person – Free admission for students**

**8.3 Task 6: Engaging with the texts (Mona Lisa).** Page 79.

## TODAY IN HISTORY

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21 August

The Mona Lisa is one of the most famous paintings in the world. Over 10 million visitors a year see the painting in the Louvre, Paris. But, did you know that, Today in History, it was stolen?

The year is 1911. Museum staff realise the world-famous painting has been stolen and a police investigation begins. Who could it be?

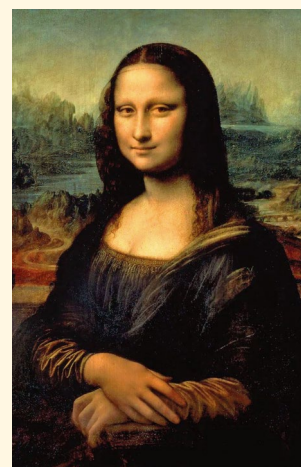
Suspects include poet Guillaume Apollinaire and even artist Pablo Picasso, but the police can find no evidence. It seems as though the case will never be solved.

Two years later, Italian art dealer Alfredo Geri gets a letter from a mysterious man who offers to sell him the painting. Geri arranges a meeting, but also calls the police.

On the day of the meeting, the police arrest the man, who they discover is an Italian called Vincenzo Perugia. When they question him, he claims he took the painting from France because he believes it was stolen from Italy by French Emperor Napoleon. (In fact, this isn't true, although Napoleon did take the painting from The Louvre and hang it in his bedroom!)

Perugia tells the police that on 20 August 1911, he went to The Louvre wearing the same white uniform as the museum staff. He waited until the museum closed, then took the Mona Lisa out of its frame and put it in his bag. He stayed in the museum until it opened the next morning and walked out calmly, with the painting still in his bag!

The Mona Lisa was quickly returned to the museum, where it can still be found today, though with a lot more security!

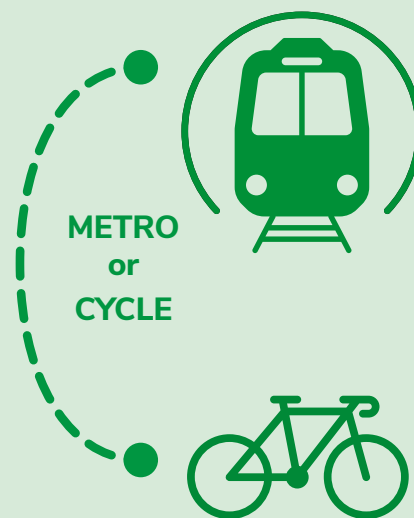


**3.3 Task 4: Getting around Algiers (Group B).** Page 29.**The metro**

The metro opened in 2011 and is easy to use and convenient. The carriages have air conditioning, and it's easy to change trains and platforms. The metro opens at 5am and closes at 11pm, so you have all day to see the city. It's also affordable for residents and visitors and there are stations in all the main tourist and shopping areas. However, the metro is not well connected to the main train stations so may not be useful for visitors who want to see other parts of the country.

**Cycle hire**

Cycling is a good way to see Algiers and some nearby towns and to get to the beach, and it's fun to do in a group. But Algiers is a hilly city so it can be tiring. You can hire bikes in many places and they are quite cheap. Electric city bikes are the most expensive, but you can see more. Be careful on large roads and always respect the signs. Do not cycle on the pavement. You must get off and walk with your bike.

**5.2 Task 3.1: Useful language.** Page 46.

Adjectives that end in **-ed** (eg bored, interested) usually describe feelings or emotions. Adjectives that end in **-ing** (eg boring, interesting) describe the thing that makes us feel an emotion. **Example:** *It was really embarrassing, so I was really embarrassed.*

**3.1** Decide which adjective fits in each sentence below.

- My colleague told me she got a new job, and I'm really **excited/exciting** for her.
- I'm not very **interested/interesting** in football, but I go to my partner's games to watch her play.
- I used to think my little brother was so **annoyed/annoying**, but now we're grown up, he's one of my best friends.
- I had to wait 30 minutes for my friend to turn up. It was really **frustrated/frustrating**.
- I was really **confused/confusing** when my best friend said he wanted to date me.
- I haven't heard from my friend Davide for a long time. I'm **worried/worrying** I've done something to upset him.
- I usually think museums are really **bored/boring**, but I'm quite excited/exciting about going to the new ice cream museum.

Answers on page 112.

**6.2 Task 5.3: Practising your presentation (review questions).** Page 57.**What you said**

- Is your opinion clear?
- Did you mention research or an expert's opinion?
- Did you give an example or make a comparison?
- Did you use any synonyms or opposites?

**How you spoke**

- Did you pause before and/or after important information?
- Did you stress important words?
- Did you speak at a suitable speed for your audience?



# Transcripts

## Transcripts | Module 1: Family and the home, Unit 1: Listening

### 🎧 01

**Speaker 1, Alfonso:**

Well, I live with my twin brother in the cottage that our parents left us and... you want to know what makes us unique? We have a trampoline in our back yard from when we were children, and we still jump on it! We're 46 years old, but what can I say? Jumping helps us fight stress!

**Speaker 2, Amir:**

So, what makes us unique? Well, there's this game show on TV every night and it's a huge family tradition for us. My mums and I love it. We sit in our living room, we choose our team and we watch it every night. Oh, and if we have to miss it, we watch it on streaming later!

**Speaker 3, Diana:**

If there is one thing that makes us unique, it's that we're superstitious. I live with my parents, two siblings, an aunt and two grandparents in a big detached house, and all of us believe in bad luck. So, we don't open umbrellas indoors, if we spill salt, we throw some of it behind our backs, we avoid black cats, and so on.

**Speaker 4, Sarah:**

Ah, I know: what makes us special is we celebrate half birthdays. I'm an only child and I live with my mum and grandma, and since I was a little girl, we have had big celebrations for birthdays and also breakfast in bed for our half birthdays! You know, it's double the fun...

### 🎧 02

What makes my family unique? Well, a lot of things actually! First of all, we're a multigenerational family. I live with my partner, my stepchildren, my mum and my father-in-law. So yeah, a big family indeed! Which is nice, but it has its pros and cons. On the one hand, there are so many of us, that you always have company, so it's hard to feel lonely at home. But then on the other hand, we talk. A lot. And very, very loudly. I mean, yes, I like talking, and the house is very lively, but sometimes it's too much, so when we're all having a conversation at the dinner table, it's so loud that I get headaches!

Another thing that makes us unique is that we're all music lovers. So when you come to our house, there will always be some music in the background. I think it's great because we're always dancing around or singing – but then again, we don't all have the same taste in music. And my stepchildren's playlists they have on their apps, well, they've been a bit harder to appreciate.

## Scripts | Module 1: Family and the home, Unit 2: Speaking

### 🎧 03

**Mark:** Hi everyone! I'm Mark from Scotland. I hope my wife and I might be your host family. Let me give you a tour of our house. First, let me tell you about our garden. We have a beautiful big garden. We grow our own vegetables here. We also have our own flowers. If you like gardening too, you can help me out! Next, here's our living room. We've got a big fire in here. That's because it gets very cold here in the winter. Next, let's look at the most important room in the house – your room. In your room, you have a big window, a single bed and a desk, if you need to do any studying. Finally, let me tell you about my favourite room – the kitchen. We've got a table in the kitchen where we eat. I love cooking, but I hate washing the dishes! The bowls and chopsticks are from the Chinese food I cooked last night. Anyway, we're looking forward to meeting you. Bye!



## Transcripts | Module 2: School, Unit 1: Listening

### 04

**Presenter:** So, Helen, when you were in high school, did you have a favourite subject or teacher?

**Helen:** I think my favourite subject was art. It wasn't my best subject, but I had an amazing teacher and I always looked forward to it. I remember, I would often spend my free periods in the art room, chatting to my teacher and learning about art stuff. I have really fond memories of those times.

**Anton:** I didn't have a favourite subject or teacher, but I had a least favourite one! I really didn't like geography. I used to be terrible at it. And my geography teacher was so strict. So, like, I was always getting into trouble in class. And I used to try to get my friends in trouble too. I was probably a bit of a nightmare, if I'm honest!

### 05

**Helen:** I think my favourite subject was art. It wasn't my best subject, but I had an amazing teacher and I always looked forward to it.

### 06

**Niya:** When I was in high school, I really loved biology. I remember I used to love drawing diagrams. You know, parts of the body and cells and stuff like that. We also had an incredible teacher, Mr Philips. He really lifted the material off the page. I remember we were always doing cool experiments. It really helped me understand and remember things.

### 07

**Niya:** Actually, I remember one experiment in particular that didn't go quite to plan. So, Mr Philips had brought a set of frogs into class, dead frogs, and they were in like a huge plastic box. And we were going to be dissecting them. So we were all sitting there, waiting patiently for our frogs, and we suddenly heard a weird noise coming from the box. So yeah, you can probably guess what happened next. All of a sudden, one of the frogs jumped out of the box. And everyone started shrieking and shouting and some people were jumping up on their stools. And the teacher, he was like trying to keep everyone calm, but it was just chaos. Anyway, in the end Mr Philips managed to catch the frog and it was safely released back into nature. But, um, yeah, we abandoned the dissecting for that day. And how did the live frog get into the box in the first place, I hear you ask? So it turned out that one of the students had put a live frog into the box as a joke. It was pretty funny. But I imagine it was also a pretty stressful day for Mr Philips!



## Transcripts | Module 2: School, Unit 2: Speaking

08

- Kiba:** Excuse me, Ms Lee, can I talk to you about the grade I got for today's homework, please?
- Ms Lee:** Of course. This is the homework that you didn't do, right?
- Kiba:** Yes. Well, the thing is, last night I was helping set up for the school football game. By the time I got home, it was late, and I didn't have time to finish the homework.
- Ms Lee:** OK, I understand what you're saying, but you should have planned your time better. Everyone has to finish homework at the same time.
- Kiba:** I see what you're saying, Ms Lee, but the sports teacher asked me to help with the football game at the last minute, so I didn't have time. This was unusual.
- Ms Lee:** Hmm, I'm not sure I agree. In this class, it's *not* normal for students not to do homework.
- Kiba:** OK that's a fair point, but the fact is, I've never handed in homework late before.
- Ms Lee:** Ah, I see what you mean, but you were late this time, so that's why you should get a lower grade than usual.
- Kiba:** Not necessarily. This is the first time for me, so I think I should get another chance to do the work.
- Ms Lee:** Well, I see your point, but I'm not sure it's fair on the other students to allow you to give in late work.
- Kiba:** I'm not so sure about that, Ms Lee. I think it is fair to allow everyone to do their best work, if they're honest.
- Ms Lee:** Well... I guess that's true. OK, you can give the homework tomorrow morning. Then I might change your grade.
- Kiba:** Thanks, Ms Lee. It won't happen again.

## Transcripts | Travel and transport, Unit 1: Listening

09

- Tourist office guide:** Good morning. How can I help you?
- Mark:** Hi. We're looking for information about the island and how to best organise our time here.
- Tourist office guide:** Of course. How long are you here for?
- Mark:** Three days, including today.
- Tourist office guide:** And what kind of things are you into? Do you want views, hikes, culture, water sports?
- Mark:** I'm not a big fan of museums.
- Tourist office guide:** All right, no problem.
- Jane:** We love to hike and climb, so those would definitely be on the list.
- Tourist office guide:** One thing is that the cliff path on the west side of the island isn't open at the moment, so you can't access that part. But there's plenty of other climbing and hiking available.
- Mark:** Sorry, did you say we *can* or *can't* access the west side?
- Tourist office guide:** Ah sorry, you *can't* access the west side. It's closed, I'm afraid.
- Mark:** OK. No problem. Good to know.
- Jane:** I also heard you *can* rent bikes. We didn't book anything, so I'm wondering if it's too last minute to get some?
- Tourist office guide:** It's not that busy at the moment, so there shouldn't be any problem getting bikes.
- Jane:** Sorry, so we can rent bikes easily?
- Tourist office guide:** Yes, exactly.
- Jane:** Great.
- Mark:** We'd also really like to do some kayaking or something like that.
- Tourist office guide:** That's definitely possible. Let's have a look at this map and I can show you some more options.



## Script 10

One thing is that the cliff path on the west side of the island isn't open at the moment, so you can't access that part.

I also heard you can rent bikes. We didn't book anything.

It's not that busy at the moment, so there shouldn't be any problem getting bikes.

## Script 11

A

**Tourist office guide:** One thing is that the cliff path on the west side of the island isn't open at the moment, so you can't access that part. But there's plenty of other climbing and hiking available.

**Mark:** Sorry, did you say we *can* or *can't* access the west side?

B

**Tourist office guide:** It's not that busy at the moment, so there shouldn't be any problem getting bikes.

**Jane:** Sorry, so we *can* rent bikes easily?

## Script 12

**Jane:** Hi.

**Mark:** Hi there.

**Receptionist:** Hi. How are you doing?

**Jane:** Yeah, actually, we have a bit of a problem. We're not sure about the trip we've booked for today.

**Receptionist:** Oh. That doesn't sound good. Tell me more and we'll see if we can sort it out.

**Jane:** So, we booked with you yesterday, to do the kayaking trip at 2pm today.

**Receptionist:** Uh huh.

**Jane:** But the weather isn't looking great at all. It's really windy and I saw on my weather app there's possibly a huge storm coming and we haven't got the right clothes for that...

**Receptionist:** Yeah, it's not looking great, that's true.

**Mark:** Yeah, I mean, we really don't want to be out on the water in that kind of weather. So, we were wondering if we could move the booking to tomorrow?

**Jane:** It looks like it's going to be nice tomorrow.

**Receptionist:** OK, so I guess you haven't paid the full amount for today, but you have paid your 50% deposit?

**Jane:** Yeah, that's right.

**Receptionist:** OK, so if the kayaking trip still goes ahead as planned today, but you don't go, I can't give you a refund on the deposit.

**Jane:** You can't give us the refund?

**Receptionist:** That's right. But if we can't do the trip and we call it off because of bad weather, then you can have a refund or rebook for tomorrow.

**Mark:** Ah, I see. OK. When will we know if it's been cancelled, then?

**Receptionist:** Well, my supervisor hasn't contacted me about it. If you hold on a sec, I'll give them a call.



## Transcripts | Module 3: Travel and transport, Unit 2: Speaking

### 13 & 14

**Elsa:** Excuse me. Sorry, I can't find my bag. I'm really worried it's been lost or sent somewhere else. It's been over an hour now.

**Airline staff:** I'm sorry to hear that, madam. Let's get this sorted out. Which flight were you on?

**Elsa:** It was LP938 from Hong Kong. I can't believe this! I've got some really important documents and personal items inside; I'm really upset it's missing.

**Airline staff:** I apologise once again. We'll do our best to try and help.

### 15 & 16

**Elsa:** Excuse me. Sorry, I can't find my bag. I'm really worried it's been lost or sent somewhere else. It's been over an hour now.

## Transcripts | Module 4: Jobs and work, Unit 1: Listening

### 17

**Dani:** Hi everyone. I think we're all here now, so let's get started. So, as you know, this year the company has done extremely well. We've made great profits and secured two very important new clients. On top of that, it's our 10th anniversary this year.

As you also know, we consider our staff our most valuable asset and we really want to share this success with all of you. So we have decided that we want to add some new staff benefits. In line with this, we are going to run a vote over the next two weeks to get your opinions about the benefits we're thinking about introducing. We can't promise everyone will get their first choice, but we will do our best.

### 18

**Dani:** OK, so moving on to the perks and benefits we are asking you to vote on. We've divided them into two categories or sections and you'll get one vote in each section.

First of all, we have working hours and location and secondly, vouchers and discounts. Ideally, we want to offer one benefit in each category.

In terms of working hours and location, we have three choices: work from home one day a week, early start, early finish and a half-day one day a week.

Turning to the second category, we also have three choices: vouchers for local restaurants, airline discounts and free gym memberships.

### 19

**Dani:**

- As you know, this year the company has done extremely well.
- On top of that, it's our 10th anniversary this year.
- In line with this, we are going to run a vote over the next two weeks to get your opinions.
- OK, so, moving on to the perks and benefits we are asking you to vote on.
- First of all, we have working hours and location.
- In terms of working hours and location, we have three choices.
- Turning to the second category, we also have three choices.



## 20

**Dani:** Hi everyone. I think we're all here now, so let's get started. So, as you know, this year the company has done extremely well. We've made great profits and secured two very important new clients. On top of that, it's our 10th anniversary this year.

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First of all, we have working hours and location and secondly, vouchers and discounts. Ideally, we want to offer one benefit in each category. In terms of working hours and location, we have three choices: work from home one day a week, early start, early finish and a half-day, one day a week. Turning to the second category, we also have three choices: vouchers for local restaurants, airline discounts and free gym memberships.

## 21

**Dani:** Hello everyone. Great to see you all here today. So first of all, thank you all for participating in the new benefits vote last month. We had 100% participation, which is brilliant. We've now gone through the results and we've also decided on exactly which new benefits we'll be offering staff. So let's start with the results.

In the first category, working hours and days, the vote was really split. Fifteen of you voted for a half-day one day a week and 15 of you voted for working from home one day a week. The third option, early start, early finish, didn't get any votes.

Turning to our second category, vouchers and discounts, there was quite a divided opinion here, too. Airline discounts got 12 votes, gym membership got 10 votes and restaurant vouchers got eight votes.

OK, so, moving on to the benefits we're going to be offering. Let's start with the working hours and days category.

As you know, we were planning to offer just one benefit in this category. However, because we had two equally popular choices here, we had to think about how to manage this. Connected to this, we realised we couldn't offer everyone the chance to work from home or have a half-day any day they wanted as that was going to cause problems for organising meetings and such.

So, instead we've got a compromise. We'll offer a fixed half-day for everyone on Fridays.

And then, on top of this, we'll also offer work-from-home Wednesdays. This means we have Mondays, Tuesdays and Thursdays for meetings and we can close the office early on Fridays.

OK, finally, in terms of the vouchers and discounts. Again, we had an issue because of the split in voting. In line with this, we've decided the fairest thing is to offer a choice to everyone in their benefits package. You can select whichever voucher or discount you prefer. This choice will last for one year and then you can make a different choice the following year, if you wish.



## Transcripts | Jobs and work, Unit 2: Speaking

### 22

**Emily:** So, how was work today? You did an interview with someone today as well, right? How did it go? What did you ask them?

**Frank:** Well, it was OK. I asked him why he wanted the job and he said that he needed the money to pay for books because he's a student. So I don't think he's very interested in the work.

**Emily:** That's interesting. The guy I interviewed said he was studying, too.

**Frank:** Oh yeah?

**Emily:** Yeah. He also said he needed the money, but that's not a bad thing, I guess. I think he'll take the job seriously to earn the money he wants.

**Frank:** Maybe... So I also asked him if he was happy with the hourly rate, you know, the money he'd get.

**Emily:** And...?

**Frank:** Well, he said he thought it was a bit low, which isn't a good sign.

**Emily:** Hmm. I also asked about the salary and he said although it was low, he thought he would make more money from tips. I think that shows he'll be motivated to do a good job with every customer. Maybe give them the best service he can... I also asked him when he could work. Did you?

**Frank:** Yes. He said he couldn't work during the daytime or at weekends as he was busy, which I'm not sure about.

**Emily:** Mine told me he would be free every weekday evening, which is great because that's our busiest time.

**Frank:** Huh. Do you know what? I think I've just worked something out.

**Emily:** Me too. What was his name?

**Emily and Frank:** Shingo!

### 23

**Frank:** I asked him why he wanted the job and he said that he needed the money to pay for books because he's a student.

**Frank:** He said he couldn't work during the daytime or at weekends as he was busy.

**Emily:** Mine told me he would be free every weekday evening.

## Transcripts | Module 5: Friends and relationships, Unit 1: Listening

### 24

**Eduardo:** So, how was the weekend trip to Barcelona? Did you have a great time?

**Anna:** Oh, don't ask! It was a bit of a disaster, to be honest.

**Eduardo:** Oh no! What happened?

**Anna:** Oh, I don't know. Nothing went to plan.

**Eduardo:** Oh? Did you have problems with your flights or the hotel?

**Anna:** No, we had problems with each other! We've really fallen out.

**Eduardo:** Oh no! Why? What happened? You usually get on so well.



## 25

- Anna:** Well, it all started on Friday night, when we got there. We arrived really late and I just wanted to get some food and have an early night. That was what we'd planned to do. But then, all of a sudden, Kate decided she wanted to go out dancing. She'd slept on the plane, so she wasn't tired. She was really angry that I didn't want to go out. Eventually, she agreed to just go for dinner, but she barely spoke to me for the whole meal. It was so uncomfortable.
- Eduardo:** Oh no! That sounds awful.
- Anna:** Yeah, it wasn't a great start. Anyway, next day, Saturday, our plan was to get up early and get tickets for the Picasso museum. You can get really cheap tickets, but you have to queue early. I set my alarm for 7am and got showered and dressed. But the problem was, when I tried to wake Kate, she said she hadn't slept well and couldn't get up. I managed to get tickets and kept texting Kate to find out where she was, but I didn't get any reply. Our tickets were for 2pm so I just wandered around the old city on my own until then.
- Eduardo:** And did she text you back?
- Anna:** No. Just before 2, I was waiting outside the museum and then, out of the blue, she turned up.
- Eduardo:** How strange!
- Anna:** Yeah. In the end, we went around the museum in silence.

## 26

- I was waiting outside the museum and then, out of the blue, she turned up.
- Eventually, she agreed to just go for dinner,
- In the end, we went around the museum in silence.
- Well, it all started on Friday night when we got there.
- But then, all of a sudden, Kate decided she wanted to go out dancing.
- Anyway, next day, Saturday, our plan was to get up early and get tickets for the Picasso museum.
- But the problem was, when I tried to wake Kate, she said she hadn't slept well and couldn't get up.

## 27

### Anna's story, Part 3

- Anna:** We made up in the afternoon, but things got a lot worse later that night.
- Eduardo:** Why? What happened?
- Anna:** Well, after dinner, Kate wanted to go dancing again. I agreed, but at around midnight I was getting tired. I knew we had to leave the hotel by 8am the next morning to catch our flight and I wanted to get some sleep. The problem was, Kate didn't want to leave. And I didn't want to leave her on her own.
- Eduardo:** Yeah, of course.
- Anna:** Eventually, I got so tired that I had to leave by myself.
- Eduardo:** Right.
- Anna:** Anyway, when I woke up at 7am, she still hadn't come back to the hotel!
- Eduardo:** What?!
- Anna:** Yeah. I messaged her, but she didn't answer, so in the end I just packed both our bags and went to the airport alone.
- Eduardo:** And did she make it to the airport?
- Anna:** Well, out of the blue, she arrived with just 10 minutes to go before check-in closed. The weird thing was, she was furious with me and didn't speak for the whole trip back.
- Eduardo:** Wow! What do you think is going on with her?





### Kate's story

**Sam:** So, how was the trip to Barcelona?

**Kate:** Ugh. It was a bit of a disaster, to be honest.

**Sam:** Oh, no! What happened?

**Kate:** Where do I start? So, Friday night, we arrived around 9pm.

**Sam:** Mmm.

**Kate:** And we had planned to just have some food and have an early night. The problem was I got some really bad news at work earlier in the day. I was quite stressed, so I wanted to go out and dance or something. You know. Take my mind off it.

**Sam:** Mmm. Yeah, sure.

**Kate:** But when I suggested going out, Anna got really angry with me. She was like 'but we said we'd just have dinner and then go to bed early'.

**Sam:** Oh.

**Kate:** Yeah. So in the end, we didn't go out. Instead, we had a really uncomfortable meal. It was awful.

**Sam:** Oh dear! How about Saturday? Was it any better?

**Kate:** Well, Friday night, I didn't sleep well at all. I kept thinking about what had happened at work and I just couldn't get any sleep until like 4am.

**Sam:** Oh no! That sounds horrible!

**Kate:** Anyway, at 7am Anna started shaking me, saying we had to go queue for Picasso museum tickets. I was exhausted. So in the end, she went to go get the tickets alone.

**Sam:** Right.

**Kate:** Then, she started sending me messages with loads of questions. 'Where are you?' 'Are you coming to meet me?' 'Are you coming to the museum?' But she didn't ask me how I was feeling or anything. Or what I wanted to do. So I ignored her messages and did my own thing. I just wanted some space.

**Sam:** Hmm. Sure. Did things get any better after that?

**Kate:** Well, after the museum I felt bad, so I apologised. I didn't want to fall out with her on our trip.

**Sam:** Mmm.

**Kate:** But then Saturday night happened.

**Sam:** What happened on Saturday night?

**Kate:** So, Anna agreed to come dancing. But as soon as we arrived at the club, she was complaining about the noise, the smell, how tired she was.

**Sam:** Oh.

**Kate:** Yeah. But then, at around 1am I tried to find her, and she'd gone. She'd left without telling me!

**Sam:** No way!

**Kate:** To make things worse, all of a sudden, I realised my bag was gone. I think it was stolen.

**Sam:** Oh no!

**Kate:** Yeah. And the club was really, really far from our hotel.

**Sam:** And what did you do?!

**Kate:** So, I spent an hour trying to find my bag but it was no good, so I decided to walk back to the hotel.

**Sam:** Oh wow!

**Kate:** Eventually made it back to the hotel around 8am, but Anna had already checked out.

**Sam:** No way!

**Kate:** Yeah, and she'd taken all my things!

**Sam:** You're joking!

**Kate:** No, I'm not. I went to the reception and they told me they had seen Anna leaving about 30 minutes before.

**Sam:** Ugh!

**Kate:** Yeah, anyway, the hotel owner was so kind he gave me 5 Euro so I could get a bus to the airport.

**Sam:** Oh, that's nice.

**Kate:** Yeah. So, I got to the airport just in time for the flight. But when I saw Anna, instead of saying 'Hi, are you OK?', she just had this really angry face. I was so upset. We didn't say a word to each other for the whole flight back.



🎧 29

**Sophia:** Did I tell you about what happened with Mia the other day?  
**Alex:** Mia? No, what happened?  
**Sophia:** So, I was telling her about this cool pottery class I just signed up for...  
**Alex:** Uhuh, I remember you telling me about it...  
**Sophia:** But she just looked bored, and then started laughing at me and making fun of it.  
**Alex:** No! What did she say?  
**Sophia:** She was like 'Pottery? Seriously? Isn't that just for old ladies?' It was so embarrassing and it made me feel quite stupid.  
**Alex:** Wow! I can't believe she said that.  
**Sophia:** I know. I was really shocked. Anyway, she called me later and apologised.  
**Alex:** Really?  
**Sophia:** Yeah, she said she'd just broken up with her partner and was feeling really depressed.  
**Alex:** Oh no! Poor her!  
**Sophia:** Yeah, I was stunned. They'd been together for ages. I totally understood why she wasn't interested in my pottery class.  
**Alex:** Right. Of course.  
**Sophia:** Anyway, we had a really long talk, and I think it really helped her. I think she was grateful to have someone to talk to, but I felt really bad for her.  
**Alex:** Hmm, that's still not an excuse to say what she said.  
**Sophia:** I know, I know. But she must be feeling pretty depressed and upset about things, so I guess that's just the way things go...

🎧 30

**Sophia:** Did I tell you about what happened with Mia the other day?  
**Alex:** Mia? No, what happened?  
**Sophia:** So, I was telling her about this cool pottery class I just signed up for...  
**Alex:** Uhuh, I remember you telling me about it...  
**Sophia:** But she just looked bored, and then started laughing at me and making fun of it.  
**Alex:** No! What did she say?

🎧 31

**Alex:** Wow! I can't believe she said that.  
**Sophia:** I know. I was really shocked.  
**Alex:** That's still not an excuse to say what she said.  
**Sophia:** I know, I know. But she must be feeling pretty depressed and upset about things...



## Transcripts | Module 6: Sport and exercise, Unit 1: Listening

### 32

**Mona:** Hello, and welcome to this week's episode of 'The Power of Sport', the show that looks at how sport can change our lives. I'm your host, Mona Shaedler.

Today we're joined by social media star Manal Fassi, footballer Victoria Maneli and TV vet Isabel Durand, who are here to share their stories. Welcome everybody.

**Manal, Victoria and Isabel:** [talking over each other] Hi / Hi Mona/ Hi there.

**Mona:** Manal, now you have a very successful social media channel about your life as a stay-at-home mum, which thousands of people follow, but you've faced some real tough challenges in the past. Tell us a little bit about that and what helped you get to where you are today.

### 33

**Mona:** Manal, now you have a very successful social media channel about your life as a stay-at-home mum, which thousands of people follow, but you've faced some real tough challenges in the past. Tell us a little bit about that and what helped you get to where you are today.

**Manal:** Yes, so, a few years ago, I was in a really, really bad place with my health. It was horrible: I couldn't walk very well, I couldn't go to work, I couldn't really take care of myself, I was just stuck in the house for months. This was having a huge impact on my mental health as well...

**Mona:** So what's changed?

**Manal:** Well, I'd never been a fan of exercise, being honest, but I remember one day I was scrolling through social media and I saw an advert for a local gym. Usually I'd have ignored this, but there was something about the photo... Instead of the usual fit, athletic, young models you see, it was someone that looked like me. Before then, I guess I thought gyms were not spaces for people like me, but that woman in the photo, she could've been me. So I thought, why not just try it?

I went along – I was quite nervous – and just started using some of the cardio machines, like the bikes or rowing machines. Just a little bit, because it was so difficult, but after a while I started to notice a difference in how I felt. I guess, over time, things have just got better and better. I still have a lot of room for improvement, of course, and I talk about that a lot on my channel, but I can now look after both myself and Fatima, my daughter, much better. Going to the gym has completely changed my life. It's been the key to getting my physical and mental health back.

**Mona:** Which I want to get back into later in the show. But first, I'd like to turn to my second... [fades out]

### 34

**Manal:** Yes, so a few years ago, I was in a really, really bad place with my health. It was horrible: I couldn't walk very well, I couldn't go to work, I couldn't really take care of myself, I was just stuck in the house for months. This was having a huge impact on my mental health as well...

### 35

- It was horrible: I couldn't walk very well, I couldn't go to work, I couldn't really take care of myself.
- Instead of the usual fit, athletic, young models you see, it was someone that looked like me.
- I guess, over time, things have just got better and better.



**Mona:** ...Which I want to get back into later in the show. But first, I'd like to turn to my second guest, Victoria Maneli. Now, Victoria, you scored more goals than any other player in the Italian Serie A last season, proving you are one of the best footballers in the league. But football wasn't the only sport you were good at...?

**Victoria:** Well, when I was a kid, I played volleyball. It was my mum who really wanted me to play because she was really great at it. She was on the silver-medal-winning team at the European championships before I was born, actually. Anyway, I was pretty good at it, and my team did quite well. I'd go to practice twice a week and play a match every Sunday. We won a few big games and the team was doing really well. Problem was, I hated it. Like, really, really hated it. I didn't feel like I got on with any of my teammates and, to be honest, I just didn't get what was so great about it. It just wasn't exciting for me, and it took up so much of my time...

**Mona:** So how did you start playing football? Was it at school, or...?

**Victoria:** Actually, I think I was about 15 when I heard someone at school talking about a women's football team she was on: how good it was, how much fun she had, how all the teammates got on so well... I think I was a little bit jealous, being honest, because she seemed to enjoy her sport so much – not like me. So, I thought, why not try it? So, one day I went to a practice session and, well, I loved it! I think there's something about running around on the pitch, the energy, the skills you need, just everything, and I just knew it was the right sport for me. I guess this was how my mum felt about volleyball. A little later, I joined a team, made loads of friends and worked on my game. And now, football is literally my job. I couldn't be happier. I'd say it's more than a job: it's my way of expressing myself.

**Mona:** And what about volleyball?

**Victoria:** Ha ha! Well, I still go and watch my mum play when I can – she's really fit for someone in her fifties – but I'm glad I don't have to play any more.

**Mona:** Speaking of keeping fit as we get older, Isabel Durand, many of us will know you from your time on the TV show 'Vets on the Move'. Now you're retired, but you've recently got into a more physical activity...?

**Isabel:** Absolutely! To be honest, I didn't think people my age started new sports or hobbies, but I certainly proved myself wrong.

So, as you know, I worked all my life as a vet, including on television, so I was always really busy. Then I retired and, well, let's just say I wasn't great at retirement. I was so bored, I didn't know what to do all day. I was getting quite sad really.

But then one day a friend and I were talking, and she joked that we should do flamenco dance classes that she'd seen an advert for in the local library. At first, I thought me? Flamenco? Oh gosh, me?! I mean, it was just a joke.

But then I started thinking and, you might not know this, but my stepfather was Spanish, so we spent quite a lot of time in Spain when I was growing up, and so I had all these lovely memories of seeing people dance flamenco.

So anyway, one Wednesday afternoon, my friend and I persuaded each other to go to the class, and it was more just a joke than anything else, but... it was great! Let me tell you something, I haven't had that much fun in years!

I've been going every week now for about half a year. I've met lots of new people, and it's been so meaningful to me. I feel like a much younger woman – and, you know, it's all down to dance! I'm even thinking, wait for it... I'm even thinking about entering a competition! I mean nothing serious, just something to work towards.

**Mona:** So, you haven't been asked to join 'Celebrity Dancers' yet?

**Isabel:** Er, I don't think I'm quite ready for everyone to see me dance on TV. I'll just stick to having fun for now.

**Mona:** 'Fun' – that's an interesting word there. Manal! I think a lot of people might not think of that word when they think about going to the gym, but your social media posts always make it look so... [fades]





## Transcripts | Module 7: Technology, Unit 1: Listening

### 37

Veeta-Track: Your health, your time.

Monitoring your heart rate, tracking your sleep quality, counting your steps: it's easy, with Veeta-Track smartwatch. Listen to what your body is telling you and take control of your health.

Now with additional features to monitor your blood oxygen.

Everything in one device: your device. Your new health partner.

Veeta-Track: Your health, your time.

### 38

**Speaker 1:** Hi guys! So, the Veeta-Track people have sent me the newest version of their smartwatch to try and, I have to say... it's not great. At all. I set it up in just five minutes, and it was quite easy to do, but I didn't realise it automatically paired with my phone so it connected to all my social media apps. It started beeping immediately, which was super annoying. In fact, there were too many notifications in general, all the time... I couldn't concentrate on anything! It gave me massive anxiety with all the alerts and it was really complicated to turn them off.

I guess I did like the fact it told me about my football team's score in real time, and it is pretty comfortable to wear, but... [fade out]

**Speaker 2:** Let me introduce you to our latest model, the Veeta-Track. We're big, big fans of this update, which will help revolutionise your health routine in lots of different ways. We know you'll love the lighter design, longer battery life, anti-scratch technology and new in-built features.

For example, our new 'Hike Tracker' is absolutely perfect if, like me, you like going for long walks. Not only does it helpfully suggest new routes, it also tracks where you've been, as well as your heart rate and steps. This is all extremely easy to share on your social media.

Another new feature we're proud of is... [fade out]

### 39

**Speaker 1:** It gave me massive anxiety with all the alerts and it was really complicated to turn them off.

**Speaker 2:** Not only does it helpfully suggest new routes, it also tracks where you've been, as well as your heart rate and steps. This is all extremely easy to share on your social media.

### 40

**Andrea:** And now we go over to our tech expert, Daniel Starks, who's been trying out smartwatches for us. Daniel, how have you been getting on?

**Daniel:** Thanks, Andrea. Yes, so last week we looked at the Veeta-Track smartwatch, which, you'll remember, I gave a seven out of ten.

This week I've been wearing the EZ Time.

Now, this watch is a bit bigger than the Veeta-Track, but it's still very comfortable, and has a lot of interesting features.

One thing that I loved about this watch is that the strap is removable. It comes with two colours – black and blue – and you can order other colours, like the rainbow design I've chosen, for a fairly reasonable price.

When it comes to features, it has all the usual, like contactless payment, fitness trackers and social media connections. In fact, most social media apps are already installed and automatically link to your phone. I found the constant alerts a bit overwhelming, and I had to spend quite a long time uninstalling them, which was time-consuming and a bit annoying.

However, the emergency phone call feature is a great addition, as is the anti-scratch technology.

One thing I found really distracting is the auto-alert heart rate monitor. I wish I could figure out how to turn it off!

When it comes to price, it's a little bit cheaper than the Veeta-Track.



## Transcripts | Module 7: Technology, Unit 2: Speaking

 41

**Mei Li:** Sorry, but what does 'detachable mic' mean?.

**Shop assistant:** Well, with the Pro-Listen, the microphone isn't always attached. So in other words, you can take the mic off, I mean remove it, if you aren't using it.

**Mei Li:** I'm not quite with you. Why would I want a detachable mic?

**Shop assistant:** Well, for instance, you'll probably want a mic if you are using these headphones for gaming, but you can take it off when you're just listening to music.

**Mei Li:** Oh, I see. And why doesn't the Pro-Listen mention battery life?

**Shop assistant:** That's because it has to be plugged into the device you're using. It's not wireless, so it doesn't have a battery.

**Mei Li:** Oh, so it's just like the difference between an ordinary mouse and a wireless mouse. Is that right?

**Shop assistant:** That's right. But you can't daisy chain with the Pro-Listen, which you can do with the Soundwavez Pro. Are you following me?

**Mei Li:** Sorry, no. You've lost me. What do you mean by 'daisy chain'?

**Shop assistant:** What this means is two or more people can connect their headphones to the same device through Bluetooth. For example, two friends can connect their headphones to the same tablet and listen to the same music or watch the same video. It's a bit like sharing the same headphones. Does that make sense?

**Mei Li:** Oh, OK. I get that now. And what does it mean by 'instalment plan available'?

**Shop assistant:** So, instead of paying the full price now, you can pay £12 a month for one year.

**Mei Li:** So, let me just check... I can pay £129.99 now, or £144 over one year. Is that right?

**Shop assistant:** Yes, that's right. Is there anything else I can help you with?

## Transcripts | Module 8: Museums, Unit 1: Listening

 42

Welcome to the International Ice Cream Museum. Before you start your visit, let's look at what you can find in the museum.

At the moment, you're in the entrance hall. Straight ahead of you is the main hall. The main hall looks at the history of ice cream. At the back of the main hall is the ground-floor annexe. That's where you can find our café and toilets. From there you can take the lift to the first floor where there are three rooms. Each one tells a story of different ice creams. Room 1 outlines the history of soft serve ice cream. Room 2 takes you on a tour of ice creams from around the world, and Room 3 introduces modern ice creams.

Up on the top floor, you can find the ice cream experience room. There are lots of great surprises up there, which you'll find out about at the end of your visit.

When you're ready, make your way to the main hall and scan the QR code to start the tour.

### 43

It's difficult to identify the exact origins of ice cream, but the use of ice as a dessert or sweet treat goes back a very long way. Back in ancient times, we know Alexander the Great liked iced drinks flavoured with honey. In ancient China and Persia, there are also examples of people eating iced desserts. Later, in the Middle Ages, in Arabia, people added fruit to shaved ice to make something called *sherbat*, a drink made from ice and fruit. Many consider Italy as the birthplace of modern ice cream. The history of Italian ice cream is also not entirely clear, but it possibly starts with Marco Polo in the 13th century. He learnt how to make a frozen dessert on his travels in China and brought the recipe back to Italy. This dessert involved mixing ice, salt and fruit and was called sorbetta.

However, ice cream as we know it today really emerged in the 17th century in Italy. Again, it's hard to identify one single source of invention, but many credit a man named Antonio Latini. Latini was the first to add milk to sorbetta and to create a recipe for ice cream, or, as it's called in Italy, gelato. Prior to that, sorbetta had only been made with fruit and ice.

Around the same time, ice cream quickly spread to France and England, where new variations and recipes were developed. However, until the late 1800s, ice cream was a treat only for the very, very rich. Why? Well, before the invention of the freezer, it was very hard to keep things frozen, and not everyone had access to ice all year round. So, while some of the wealthy had ice houses where they could store ice and ice cream, most people couldn't afford such technology and had to go without.

Meanwhile, by the mid-1700s, ice cream had arrived in the USA. The first ice cream parlour in the country opened in 1790. Apparently, even the first president, George Washington, was a big fan! Once it arrived in the USA, ice cream began to rapidly increase in popularity.

Throughout the 19th and 20th centuries, thanks to technological advancements which meant ice could be stored and also prepared more easily, ice cream's popularity skyrocketed, particularly in the USA. Nowadays, it's New Zealand who are the biggest consumers of ice cream globally, but there's no doubt it continues to be a popular treat in many, many places around the world!

### 44

Until the late 1800s, ice cream was a treat only for the very, very rich.  
However, ice cream as we know it today really emerged in the 17th century in Italy.  
Prior to that, sorbetta had only been made with fruit and ice.  
Meanwhile, by the mid-1700s ice cream had arrived in the USA.

### 45

#### Room 1: Soft serve ice cream

The history and origins of soft serve ice cream are not exactly clear. In the early 20th century, ice cream was hugely popular in the USA, especially in cities like New York, where workers would buy small bowls of it from street sellers.

One story credits Tom Carvel, an ice cream seller in the USA, with inventing soft serve in 1934. The story goes that one day his ice cream truck broke down and his ice cream started to melt. He started to mix the melted and frozen parts of the ice cream together to make a smoother, creamier ice cream. People loved it and kept coming back, asking for more.

Charles Taylor is also credited with inventing the first soft serve machine in 1926. Prior to this, making ice cream was a very slow process. This new machine by Taylor pushed air into the ice cream so it was softer and less thick than normal ice cream, and it also took less time to make.

Meanwhile, we need to look to the UK for one of the most iconic soft serve ice creams: the 99. A 99 is a soft serve ice cream in a cone with a small chocolate stick pushed into it. Nowadays, it is one of the most popular ice creams in the summer in the UK and Ireland.

If you'd like to know why it's called a 99, press 3. To hear about varieties of soft serve ice cream in different parts of the world, press 4.



## 46

### Room 2: Ice cream from around the world

Let's start our exploration of ice creams from around the world in Mexico. Mexico has a very long history of making and eating ice cream, and this can be traced back to very early civilisations in the country.

In the Aztec Empire, from the 12<sup>th</sup> century, special traders collected and sold snow from the volcanic mountains around Mexico. People would then flavour the ice with different fruit to make a sweet, frozen dessert. Later, in the 1500s, when Mexico was under Spanish rule, the dessert known as *nieves de garrafa* was developed. In Spanish, *nieve* means snow and *garrafa* means jar or bottle. *Nieves de garrafa* is made using two containers. A smaller metal can with fruit and ice is placed inside a larger wooden barrel which has been filled with ice and salt. The fruit and ice in the inner can are turned slowly by hand to create a kind of sorbet or ice cream.

Prior to this, ice was a rare and expensive thing, and iced desserts were only for the very rich. However, the Spanish brought with them many innovations, ingredients and also recipes. By the late 19<sup>th</sup> century, there were street vendors making *nieves de garrafa* on many of the busy streets of Mexico for everyone to enjoy. Nowadays, in modern Mexico, *nieves*, as it's often called, is still a much-loved treat.

To hear about the history of ice cream in Iran, press 3. For the history of ice cream in China, press 4.

## 47

### Room 3: Modern ice creams

Welcome to the modern ice creams room. Here we will look at more recent ice cream inventions and innovations from around the world. Let's start with mochi ice cream. Mochi is a traditional treat in Japan. It is a rice cake that is made by pounding glutinous rice to create a dough. However, mochi ice cream is not actually from Japan!

Frances Hashimoto, a Japanese-American businesswoman, is considered by many to be the inventor of mochi ice cream. She was born to Japanese parents in Los Angeles, USA. In the late 1980s, she and her husband came up with the idea for a dessert of a small ball of ice cream covered in a traditional rice cake, and mochi ice cream was born. Before this, mochi was usually filled with bean paste, but never ice cream.

Hashimoto launched mochi ice cream in 1994, and it was an instant success in the USA. These days you can find many different flavours of mochi ice cream, including green tea, mango and strawberry. In recent years, mochi ice creams have become very popular in the UK, and in 2021, they went viral with a social media campaign that clocked up over 340 million views!

## Transcripts | Module 8: Museums, Unit 2: Speaking

## 48

**Amina:** Hey, there's too much to type, so I'm recording this voice message instead. So, I think this museum could be good. It looks like it's free to get in, so no problems there, and it's OK to bring kids... Let me scroll down a bit... Oh, there's an exhibition on at the moment about transport, that could be quite good... Oh. Hmm... It seems like the main thing to see is the Egyptian experience. You love ancient Egypt, right? Erm, let me check that. Hang on a second, it's just loading... Aha! It looks like that's free, but we'd need to book tickets. I can do that if you're interested? Anyway, it's really easy to get there. It says we can walk there from the central train station in quarter of an hour. Oh, and it's got somewhere we can get a coffee afterwards. I'll send you the link so you can look at it.



# Answers

**Note:** Only 'concrete' answers are included, eg answers found in texts, matching activities, gap-fills. Answers that are suggestions or require your opinion are not included. Suggested answers to these more open questions are included in the Teacher's Book.

## Module 1

### Do you know...?

**b:** Knap of Howar is on the island of Papa Westray in Orkney, Scotland. Archaeologists believe it was first used as a house in 3700 BCE.

## 1.1 | Listening

### 2.1

Speaker 1: a

Speaker 2: d

Speaker 3: c

Speaker 4: b

### 5.1

Gender neutral	Female	Male
parent children siblings grandparent partner stepchild	mum grandma	brother father-in-law

## 1.2 | Speaking

### 2.3

Four places: garden, living room, bedroom, kitchen

### 3.2

a. Ordering words: First, Next, Finally

b. Connecting phrases: let me tell you about..., here's our..., let's look at...

## Vocab builder

1. a. cooker: a machine used to cook food, usually including an oven  
a. oven: a machine for cooking and heating food – it has a door and you put food inside it to cook  
b. cupboard: furniture with a door for storing things  
b. wardrobe: a cupboard used for clothes  
c. kettle: a small kitchen machine for boiling water, usually for hot drinks  
c. boiler: a machine that heats water for your home, usually for the kitchen and bathroom  
d. curtains: large pieces of material that covers windows  
d. blinds: covers that can be moved to increase or decrease light – usually made from wood, plastic or cloth  
e. dishwasher: a machine for cleaning cups, glasses and plates  
e. washing machine: a machine for cleaning clothes  
f. carpet: material on the floor, usually covering the whole floor  
f. rug: a large piece of material that covers part of the floor (often for decoration)  
f. mat: a small piece of material, often by a door, for wiping your feet and keeping rooms clean

## 1.3 | Reading

### 1.1

1. e    2. c    3. d    4. a    5. b    6. f

### 2.2

Speaking and understanding Spanish	<ul style="list-style-type: none"> <li>My Spanish is excellent!...JK. It isn't so great...</li> <li>the Chilean accent is very strong</li> <li>I shouldn't worry about making mistakes.</li> </ul>
Lucho's mum	<ul style="list-style-type: none"> <li>so warm and welcoming</li> </ul>
Lucho's extended family	<ul style="list-style-type: none"> <li>complicated – it's so much bigger than mine!</li> </ul>
His own family	<ul style="list-style-type: none"> <li>just me, my bro, mum and dad, my two really nice aunties and my bro's son, that's it!</li> <li>warm and welcoming – very like my mum in some ways</li> </ul>

### 3.1

- a. Laugh out loud = that's funny  
 b. Oh my god\* / goodness = I'm shocked    \*NB Some people think this phrase is disrespectful.  
 c. Just kidding = that's a joke  
 d. Obviously = of course

### 3.3

😬 = awkward    😲 = shocked or surprised    😂 = amused or laughing    😕 = confused, unsure

### 4.1

The holiday in Chile	<ul style="list-style-type: none"> <li>They stayed for about a month.</li> <li>They went to Santiago to visit some friends and then went to visit Lucho's mum.</li> <li>They went to a different lake every day and went on day trips to nearby towns.</li> <li>They met some of Lucho's cousins and friends.</li> </ul>
His mum	<ul style="list-style-type: none"> <li>She loved Dan and often spoke slowly and very loudly to him.</li> </ul>
Dan's Spanish	<ul style="list-style-type: none"> <li>It's not great.</li> </ul>

### 4.3

Full capitals for words, eg 'LOVE'    Emojis, eg 😊    Abbreviations, eg 'obvs'

### 4.4

He wants to show his feeling – this emphasises the word 'so'.

## 1.4 | Writing

### 2.2

- a. Greetings: Hey, Hi  
 b. Contractions: I've, I'll, I'm, Can't, you've  
 c. Informal phrases: How are things?, Can't wait to catch up, Guess what?, Thanks a bunch!  
 d. Direct questions: He was a bit shy, right? What does it look like now?

### 2.3

Max: Reply to Santi and describe what Harry looks like and his personality.  
 Jen: Reply to Dani and describe what the newly decorated room looks like now.  
 Liz: Reply to Mel and describe a favourite room in the house.

### 3.1

Rooms in a house	Both	People
comfortable, spacious	bright, tidy, weird, old-fashioned, messy	reliable, generous, sociable, optimistic, ambitious

### 3.3

a. opposite    b. next    c. on    d. in    e. between

## Module 2

### Do you know...?

a: Shishi High School was first built in 141 BCE in Chengdu, China. Today, there is a modern school on the same site as the first school building.

### 2.1 | Listening

#### 1.2

- ▶ Geography is when we study nature and different places. History is when we study things that happened in the past.
- ▶ Marks are usually numbers or percentages, eg 7/10 or 70%. Grades are usually letters, eg B (NB Sometimes these words mean the same thing.)
- ▶ A lesson is a period of time when students study a particular subject. Subjects are what we study, eg History, Science.
- ▶ Literature is when we study books, poetry and plays. Languages is when we study vocabulary, grammar and skills.
- ▶ Biology is a kind of science. Other types of science include Physics and Chemistry.
- ▶ Elementary school is for younger children. It's also called primary school. High school is for older children and teenagers. It's also called secondary school.

#### 4.2

- a. The structures all describe feelings, habits or repeated actions from the past that are not true now.
- b. *used to* is used more often than *would*; we don't often use *would* in negative or questions;  
*was always +ing* is often used for negative actions
- c. Using different structures adds variety and makes the speaker sound more interesting than repeating the same structure.

### 2.2 | Speaking

#### 3.1

1. I see what you're saying, Ms Lee, but...
2. that's a fair point, but...
3. I see what you mean, but...
4. Well, I see your point, but...

#### 4.1

Disagree	Agree
I'm not sure I agree, Not necessarily, I'm not so sure about that	I guess that's true

#### 4.4

1. not so sure
2. what you're saying
3. agree
4. necessarily
5. a fair point
6. be wrong

### 2.3 | Reading

#### 2.1

- a. She doesn't know how best to prepare for her exams.
- b. She's worried or anxious about the exams. Maybe she feels frustrated with her parents.
- c. She wants some ideas on how she can prepare for the exams.

#### 4.2

Which writer...	Answer
a. thinks that Dawn should talk to her teacher?	Rhonda
b. thinks Dawn should make changes to where she studies?	Andi
c. talks about their experience as a student?	Benoit
d. suggests Dawn organises her time differently?	Jack
e. is critical of what some people think?	Nacho
f. suggests Dawn asks someone for help?	Rhonda

#### 5.1

- Suggestion 1: very direct  
Suggestion 2: least direct  
Suggestion 3: less direct than suggestions 1 and 4  
Suggestion 4: very direct

## 2.4 | Writing

### 2.1

Positive	Suggest improvements
James, Zara	Cora, Rohit, Anonymous

### Vocab builder

#### 1.

1. a, b, c, e
2. b, e,
3. c, e,
4. d

5. f, h
6. c, e, f
7. f, g, h

## Module 3

### Do you know...?

**b Vatican City:** 0.44 square kilometres

**e Monaco:** 2.1 square kilometres

**a Nauru:** 21 square kilometres

**c Tuvalu:** 26 square kilometres

**d San Marino:** 61 square kilometres

## 3.1 | Listening

### 2.1 & 2.2

1. What activities are mentioned?	2. What activities do Jane and Mark want to do on the island?	3. What other information do we find out about the island?
hiking, water sports, museums	hiking, climbing	The cliff path on the west side of the island isn't open at the moment. You can't access the west side.

### 3.1

One thing is that the cliff path on the west side of the island isn't open at the moment, so you can't access that part.

I also heard you can rent bikes. We didn't book anything.

It's not that busy at the moment so there shouldn't be a problem getting bikes.

## 3.2 | Speaking

### 4.1

- |             |           |
|-------------|-----------|
| a. carrying | d. swap   |
| b. find     | e. use    |
| c. give     | f. charge |

### Vocab builder, 1.

- |      |      |      |      |      |
|------|------|------|------|------|
| 1. c | 2. d | 3. e | 4. a | 5. b |
|------|------|------|------|------|

## 3.3 | Reading

### 2.2

This is an advert or travel article advertising Algiers. It's aimed at people planning a holiday.



### 3.1

Adjectives	Imperatives	Present simple
gorgeous warm beautiful historic ancient wonderful traditional ice-cold delicious amazing	enjoy explore don't miss book	the temperature rises... local families and friends spend their days at Zéralda Beach... people drink traditional ice-cold coffee and sit outside...

### 4.1

a. the Metro    b. cycling    c. tram    d. taxi    e. bus

### 3.4 | Writing

### 3.1

a. but, although  
b. however  
c. but – middle | however – start | although – start

### 4.1

▶ short	▶ breathtaking	▶ impressive	▶ lively
▶ nervous	▶ surprised	▶ gorgeous	▶ cheap
▶ fabulous	▶ typical	▶ packed	▶ boiling
▶ magnificent	▶ expensive	▶ long	▶ terrible
▶ beautiful	▶ ancient	▶ excellent	▶ awful

### 4.3

a. fabulous    c. excellent    e. terrible    g. gorgeous  
b. magnificent    d. awful    f. breathtaking    h. ancient

## Module 4

### Do you know...?

d: Walter Orthmann worked for the same company for 84 years and 9 days. He started when he was just 15 years old and stayed there until he was over 100.

### 4.1 | Listening

### 3.1

1. e    2. f    3. a, d and g    4. b    5. c

### 5.4

▶ let's start with	▶ Connected to this	▶ finally
▶ However, because	▶ This means	▶ Again

## 4.2 | Speaking

### 2.1

- They both interviewed someone for a job.
- Emily had the more positive experience.
- The same person applied for their jobs.

### 3.1

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▶ I asked him why he wanted the job</li> <li>▶ he said that he needed</li> <li>▶ the guy I interviewed said he was studying</li> <li>▶ he also said he needed the money</li> <li>▶ I also asked him if he was happy</li> <li>▶ he said that he thought it was</li> </ul> | <ul style="list-style-type: none"> <li>▶ he said although it was low, he thought he would make more money</li> <li>▶ I also asked him when he could work</li> <li>▶ He said couldn't work during the daytime as he was busy</li> <li>▶ Mine told me he would be free every weekday evening</li> </ul> |
|---|---|

### 4.1

I asked him why he wanted the job, and he said that he needed the money to pay for books because he's a student. He said he couldn't work during the daytime or at weekends as he was busy. Mine told me he would be free every weekday evening.

### Vocab builder, 1.

1. f, 2. e, 3. d, 4. a, 5. b, 6.c

## 4.3 | Reading

### 3.1

- |             |             |
|-------------|-------------|
| a. Letter B | b. Letter A |
|-------------|-------------|

### 3.2

- Losing their jobs because of AI
- Planning lessons, connecting and responding to students personally
- Without AI, they will lose customers. AI can improve lessons. Students want teachers to use AI.

### 4.1

- Thank you for your email. (ie this is a reply)
- At ASH we care deeply about all our teachers / the world is changing / we do not plan to replace you with AI / we think that staff need to use technology
- I'm happy to meet with you / let me know when you would like to meet.
- Dear / Sincerely,

## 4.4 | Writing

### 3.1

- a. 1 & 3    b. 2    c. 4    d. 5

### 3.2

- However
- and
- another important factor is / ... is one more essential element / is also very important / additionally
- this / these needs / they / their / them

### 3.3

- |                            |                              |
|----------------------------|------------------------------|
| ▶ they x 4 = people        | ▶ it = receiving compliments |
| ▶ this = work-life balance | ▶ they = employees           |
| ▶ them = people            | ▶ them = tasks               |

## Module 5

### Do you know...?

c: Muhammed Ali, an American boxer, said 'Friendship is the hardest thing in the world to explain. It's not something you learn in school, but if you haven't learned the meaning of friendship, you really haven't learned anything.'

### 5.1 | Listening

#### 1.1

- |   |                                   |
|---|-----------------------------------|
| a. have a good relationship with        | d. arrives                        |
| b. spend time with / hang out with      | e. stop sleeping   get out of bed |
| c. have an argument with   say sorry to | f. relax / calm down              |

#### 2.4

Friday	Saturday
Anna and Kate arrived in Barcelona. Kate wanted to go dancing. Anna didn't want to go dancing. They went to dinner. They didn't speak to each other during the meal.	Anna got up, showered and dressed. Kate didn't get up. Anna got tickets to the museum and walked around the city. Kate turned up at 2pm and they went to the museum. They walked around the museum in silence.

#### 3.1

- |                       |                             |
|-----------------------|-----------------------------|
| a. out of the blue: 3 | e. then, all of a sudden: 3 |
| b. Eventually: 4      | f. Anyway: 1                |
| c. In the end: 2      | g. the problem was: 5       |
| d. Well: 1            |                             |

### 5.2 | Speaking

#### 2.3

What Mia did	How Sophia felt
looked bored laughed and made fun of Sophia	embarrassed quite stupid really shocked
called and apologised said she was feeling depressed	stunned
had a long talk	really bad for Mia

#### 3.1

- |                |                       |
|----------------|-----------------------|
| a. excited     | e. confused           |
| b. interested  | f. worried            |
| c. annoying    | g. boring and excited |
| d. frustrating |                       |

#### 5.1

I know = shows surprise or shock  
I know, I know = shows understanding and agreement

### Vocab builder, 1.

Various options possible.



## 5.3 | Reading

### 3.2

Alicia and Jess are good friends.

### 4.1

- Begin with something kind: Thank you so much for your letter.
- Share personal news: I wanted to talk about something that I'm struggling with. / I forget to stay in touch with people.
- Mention topics that are relevant to the reader: Our friendship means the world to me. / I don't want to lose the special friendship that we have had for so many years. / I really need a good chat like the ones we used to have.
- Finish with positive feelings: Thank you for being such a great friend. / I hope we can see each other before too long.

## 5.4 | Writing

### 3.1

- |                           |                            |
|---------------------------|----------------------------|
| a. I believe              | e. play a significant role |
| b. Personally,            | f. it is vital             |
| c. From my point of view  | g. is key                  |
| d. In my opinion          | (e-g can be in any order)  |
| (a-d can be in any order) | h. such as                 |

### 4.1

- I see what you're saying, but... [disagree, strong]
- I totally see what you're saying, and... [agree, strong]
- I agree with what you're saying up to a point, but... [disagree, weak]
- I'm not sure I totally agree with you when you say... [disagree, weak]
- I couldn't agree with you more. [agree, strong]
- I'm sorry, but that's nonsense. [disagree, strong]
- You make an interesting point, but I think something even more important is... [disagree, weak]

## Module 6

### Do you know...?

c: The first official Paralympic Games took place from 18 to 25 September 1960 in Rome, Italy. There were 400 athletes from 23 countries, competing in eight sports.

## 6.1 | Listening

### 3.1

Yes, so, / a few years ago, / I was in a really, really bad place with my health. / It was horrible: / I couldn't walk very well, / I couldn't go to work, / I couldn't really take care of myself, / I was just stuck in the house for months. / This was having a huge impact on my mental health as well...

### 3.3

- It was horrible: I couldn't walk very well, I couldn't go to work, I couldn't really take care of myself...
- Instead of the usual fit, athletic, young models you see, it was someone that looked like me.
- I guess, over time, things have just got better and better.

### Vocab builder

#### 1.

- |                             |   |
|-----------------------------|---|
| a. football                 | e. ice hockey (hockey in North America)       |
| b. tennis, badminton, padel | f. boxing, karate, kickboxing, etc            |
| c. archery, shooting        | g. discus, hammer throwing, javelin, shot put |
| d. 10-pin bowling           |   |

2. c. shoot > shot > shot      e. hit > hit > hit      g. throw > threw > thrown



## 6.2 | Speaking

### 2.1

c. Male and female professional athletes should be paid the same.

### 3.1

a. 1, 4    b. 5, 6    c. 2    d. 3, 7

### 3.2

a. read    b. shows    c. said    d. say    e. said

## 6.3 | Reading

### 2.4

Only 10 week schedule, not 16-20 weeks.  
No stretching in the schedule.

## 6.4 | Writing

### 3.1

a. 5    b. 2    c. 3    d. 6    e. 1    f. 4

### 5.2

a. What they have done	b. What they are doing	c. What they plan to do
We've just employed... We contacted...	We're also updating... [We] are waiting for...	We'll let you know... We will update you...

## Module 7

### Do you know...?

a: 'Me at the zoo', a 19 second video, was uploaded to YouTube on 23 April 2005.

## 7.1 | Listening

### 2.1

a. heartrate monitor, sleep tracker, step counter, blood oxygen monitor

### 3.1

Speaker 1	a. a vlogger/podcaster b. viewers/listeners c. quite negative
Speaker 2	a. a promotor/salesperson b. a live audience/potential customers c. very positive

### 3.2

	Speaker 1	Speaker 2
<b>Positive</b>	Easy to set up Tell football team's score comfortable	Light design Long battery life Anti-scratch Hike tracker Heartrate monitor Step counter Easy to share social on media
<b>Negatives</b>	Annoying beeping sound Too many notifications Complicated to turn off alerts	

## 4.1

### Speaker 1

- ▶ it's not great. At all.
- ▶ it was quite easy to do
- ▶ was super annoying
- ▶ there were too many notifications
- ▶ it was really complicated
- ▶ I did like
- ▶ it is pretty comfortable

### Speaker 2

- ▶ We're big, big fans
- ▶ We know you'll love
- ▶ is absolutely perfect
- ▶ Not only does it helpfully suggest
- ▶ This is all extremely easy

## 5.1

- a. weaker    b. stronger    c. stronger

## 5.2

### Speaker 1

- ▶ it's not great. At all. = stronger
- ▶ quite easy = weaker
- ▶ super annoying = stronger
- ▶ too many notifications = stronger
- ▶ really complicated = stronger
- ▶ pretty comfortable = weaker

### Speaker 2

- ▶ big, big = stronger
- ▶ absolutely perfect = stronger
- ▶ extremely easy = stronger

NB 'quite' and 'pretty' can make adjectives stronger or weaker, depending on how we say them. Usually, when we stress these adverbs, it makes the adjective weaker. If we don't stress the adverb, the adjective is usually stronger.

## 6

Fact	Opinion
it's bigger than Veeta-Track the strap is removable it comes in two colours you can order other colours it comes with contactless payment and fitness trackers most social media apps are already installed and automatically link to your phone uninstalling social media is time-consuming it is a bit cheaper than Veeta-Track	it's very comfortable it has lots of interesting features it's a fairly reasonable price the constant alerts are a bit overwhelming uninstalling social media was a bit annoying the emergency phone call feature and anti-scratch technology are great additions the auto-alert heart rate monitor is distracting

### Vocab builder

#### 1.

- a. charging
- b. scrolling through
- c. downloading
- d. overheating
- e. connecting
- f. logging in
- g. crashing
- h. turning up

#### 2.

- ▶ scroll up, scroll down
- ▶ log out, log in, log off,
- ▶ turn down, turn on, turn off

## 7.2 | Speaking

### 3.1

1. b: Ask what something means
2. d: Check you understand

3. a: Show you understand
4. c: Show you don't understand

### 3.2

- a. what does...mean?
- b. what do you mean by...?
- c. what does it mean by...?
- d. so it's just like...?

- e. let me just check...
- f. I'm not quite with you.
- g. Sorry, you've lost me.

### 3.3

► Are you following me?

► Does that make sense?

### 4.1

- a. for instance
- b. in other words / I mean
- c. it's a bit like

### 4.2

- a. for example
- b. what this means is
- c. it's just like

## 7.3 | Reading

### 2.1

1. a
2. e
3. c
4. d
5. b

### 3.1

#### Paragraph one

- unique potential
- essential tool

#### Paragraph two

- one key area
- much more useful

#### Paragraph three

- have a much better chance

#### Paragraph four

- crucial role
- meaningful
- valuable lessons

#### Paragraph five

- important social benefit

#### Paragraph six

- Incredible
- particularly useful
- timely intervention

#### Paragraph seven

- has a lot of potential
- a key area

#### Paragraph eight

- many benefits
- are key
- more and more important
- deserves

### 3.2

The writer believes AI will play a key role in many areas to help reduce social inequality.

## 7.4 | Writing

### 1.1

1. b: review
2. a: DMs
3. c: chatbot conversation

### 2.1 & 2.2

A: Suggest how much it costs	B: Say how well it works	C: Describe technical issues
is reasonable + is affordable + is pricey – cost me an arm and a leg –	keeps malfunctioning – is useless – is easy to use + is broken –	keeps updating itself +/- won't turn on – works on and off – makes a strange sound –

## Module 8

### Do you know...?

The fake museum is the Museum of Lost Languages, Egypt.

### 8.1 | Listening

#### 2.1

1. g    2. c and e    3. a    4. f    5. d    6. b

#### 3.1

- a. Italy
- b. It was very hard to keep things frozen, and not everyone had access to ice all year round.
- c. New Zealand

#### 3.3

- b Alexander the Great drinks ice and honey
- d The first ice cream parlour opens in the USA
- e Marco Polo travels to China
- a The freezer is invented
- c Antonio Latini creates gelato

#### 4.1

- a. before the late 19<sup>th</sup> century / up until 200 years ago / till the late 1800s
- b. during/in the 1600s / about 400 years ago
- c. before that / previously / earlier
- d. in the middle of the 18<sup>th</sup> century / about 250 years ago

#### 4.2

- ▶ later, in the Middle Ages,
- ▶ in the early 13th century
- ▶ in the 17th century
- ▶ prior to that
- ▶ around the same time,
- ▶ until the late 1800s
- ▶ before the invention of the freezer
- ▶ meanwhile, by the mid-1700s,
- ▶ in 1790
- ▶ throughout the 19th and 20th centuries
- ▶ nowadays

### Vocab builder, 1.

- a. **un**popular
- b. **in**formal
- c. **im**possible
- d. **dis**agreed
- e. **ir**regular

### 8.2 | Speaking

#### 2.1

- a. Friends, cousins, old colleagues, etc
- b. Meet and go to a museum
- c. Jun is nearly three years old
- d. Amina has a lot of information she wants to share. It's quicker to send a voice message than to type a long message.

#### 3.2

- 1. It's OK to bring kids
- 2. it's got somewhere we can get a coffee afterwards
- 3. it's free to get in
- 4. there's an exhibition on at the moment
- 5. the main thing to see is the Egyptian experience
- 6. we can walk there from the central train station in quarter of an hour



#### 4.1

1. To introduce information from the website:

It seems like

It looks like

It says

2. To not repeat the word 'museum':

It's got somewhere

3. To sound natural and informal:

It's really easy

#### Note

It's just loading = the page of the website

So you can look at it = the information on the website

### 8.3 | Reading

#### 2.1

1. Text B    2. Text C    3. Text D    4. Text A

#### 3.1

##### Text B

One of the most famous objects in the British Museum<sup>8</sup>, this stone slab<sup>1</sup> is inscribed with a decree by King Ptolemy V during the Ptolemaic dynasty<sup>4</sup> in Egypt<sup>6</sup>.

It was found during the Napoleonic campaign in Egypt in 1799<sup>5</sup> and, eventually, the 760kg<sup>2</sup> granodiorite stela<sup>3</sup> slab was brought to England. It was the key to learning how to read hieroglyphic script.

##### Text C

This half-length<sup>2</sup> portrait<sup>1</sup> is considered a Renaissance masterpiece. It is believed to have been painted between 1503 and 1506<sup>4</sup> in oils on a white poplar panel<sup>3</sup>.

This 77cm x 53cm<sup>2</sup> work was stolen from the museum in the early 20th century but was eventually returned to us here at the Louvre<sup>8</sup>.

##### Text D

This is a megalithic statue<sup>1</sup> showing the living faces of the Rapa Nui People. The 1.3m<sup>2</sup> statue is carved from volcanic rock<sup>3</sup>, showing arms, torso and head. This is one of a series of statues that date back to between 1100 and 1600 AD<sup>4</sup>.

The statue was taken from Easter Island<sup>6</sup> (now part of Chile) in 1868 and was brought to the museum the following year.

Its current location is controversial<sup>8</sup>.

#### 5.1 and 5.2

Reported verb	Structure
<b>asked</b> King Charles III <b>to help</b>	Ask someone to do something
<b>informed</b> the king that	Inform someone that
<b>claims</b> returning the Moai is impossible	Claim doing something is
<b>suggested</b> moving the Moai back	Suggest doing something
<b>reminded</b> the British museum that	Remind someone that
<b>warned</b> them against delaying the return	Warn someone against doing something
<b>threatening</b> to spam	Threaten to do something
<b>promised</b> to support	Promise to do something
<b>agrees</b> to return	Agree to do something

### 8.4 | Writing

#### 3.2

1<sup>st</sup>: d    2<sup>nd</sup>: b    3<sup>rd</sup>: a    4<sup>th</sup>: c

#### 4.1

Another important feature of the museum could be a themed restaurant. For instance, plates shaped like tennis balls, spoons that look like racquets and a floor that looks like a tennis court. TVs screens would also show highlights from famous matches for visitors to enjoy while they eat tennis-themed food. This would be fun for all the family and be a unique place to eat in our town.

# Quick reference

## Common parts of speech

Part of speech	Description	Examples
noun	a person, thing, or place	The <b>customer</b> bought the <b>books</b> in a <b>shop</b> because <b>reading</b> is her hobby.
pronoun	used instead of a noun	<b>She</b> bought <b>them</b> online.
adjective	describes a noun	She thinks books are <b>interesting</b> , but she's not <b>interested</b> in films.
verb	an action	She <b>bought</b> six books and she <b>is reading</b> one of them now.
adverb	describes a verb	She is reading <b>slowly</b> because she doesn't need to read <b>fast</b> .
modifier (adverb)	provides more information about adjectives or adverbs	She is reading <b>really</b> quickly because the book is <b>so</b> interesting.
preposition	describes a time, place, direction, location, etc	She took the book <b>out of</b> her bag and now it's <b>on</b> the table. She's been reading <b>for</b> two hours.
conjunction	connects or contrasts ideas, phrases and words	She has read this book <b>and</b> this magazine, <b>but</b> she hasn't read this blog.





## Common grammatical structures

### Structures overview

Aspect	Voice	Tenses		Modals eg must, will (for future, predictions etc), can
		present	past	
simple	active	She <b>eats</b> fruit.	We <b>ate</b> fruit.	She <b>will eat</b> fruit.
	passive	Fruit <b>is eaten</b> .	Fruit <b>was eaten</b> .	Fruit <b>will be eaten</b> .
continuous	active	I <b>am eating</b> fruit.	He <b>was eating</b> fruit.	They <b>will be eating</b> fruit.
	passive	Fruit <b>is being eaten</b> .	Fruit <b>was being eaten</b> .	Fruit <b>will be being eaten</b> .*
perfect	active	You <b>have eaten</b> fruit.	They <b>had eaten</b> fruit.	We <b>will have eaten</b> fruit.
	passive	Fruit <b>has been eaten</b> .	Fruit <b>had been eaten</b> .	Fruit <b>will have been eaten</b> .

\*This structure is rare.

### Past structures

#### Past simple

positive	negative	question
I / You / We / They / He / She / It <b>ate</b> fruit.	I / You / We / They / He / She / It <b>didn't (did not) eat</b> fruit.	<b>Did</b> I / you / we / they / he / she / it <b>eat</b> fruit?

#### Used to

positive	negative	question
I / You / We / They / He / She / It <b>used to eat</b> fruit.	I / You / We / They / He / She / It <b>didn't (did not) use to eat</b> fruit.	<b>Did</b> I / you / we / they / he / she / it <b>use to eat</b> fruit?

#### Past continuous

positive	negative	question
I / He / She / It <b>was eating</b> fruit.	I / He / She / It <b>wasn't (was not) eating</b> fruit.	<b>Was</b> I / he / she / it <b>eating</b> fruit?
You / We / They <b>were eating</b> fruit.	You / We / They <b>weren't (were not) eating</b> fruit.	<b>Were</b> you / we / they <b>eating</b> fruit?

#### Past perfect

positive	negative	question
I / You / We / They / He / She / It'd <b>(had) eaten</b> fruit.	I / You / We / They / He / She / It <b>hadn't (had not) eaten</b> fruit.	<b>Had</b> I / you / we / they / he / she / it <b>eaten</b> fruit?

### Present structures

#### Present simple

positive	negative	question
I / You / We / They <b>eat</b> fruit.	I / You / We / They <b>don't (do not) eat</b> fruit.	Do I / you / we / they <b>eat</b> fruit?
He / She / It <b>eats</b> fruit.	He / She / It <b>doesn't (does not) eat</b> fruit.	Does he / she / it <b>eat</b> fruit?

#### Present continuous

positive	negative	question
I'm <b>(am) eating</b> fruit.	I'm <b>(am) not eating</b> fruit.	<b>Am</b> I <b>eating</b> fruit?
You / We / They're <b>(are) eating</b> fruit.	You / We / They <b>aren't (are not) eating</b> fruit.	<b>Are</b> you / we / they <b>eating</b> fruit?
He / She / It's <b>(is) eating</b> fruit.	He / She / It <b>isn't (is not) eating</b> fruit.	<b>Is</b> he / she / it <b>eating</b> fruit?

#### Present perfect

positive	negative	question
I / You / We / They've <b>(have) eaten</b> fruit.	I / You / We / They <b>haven't (have not) eaten</b> fruit.	<b>Have</b> I / you / we / they <b>eaten</b> fruit?
He / She / It's <b>(has) eaten</b> fruit.	He / She / It <b>hasn't (has not) eaten</b> fruit.	<b>Has</b> he / she / it <b>eaten</b> fruit?

## Future structures

### Will

positive	negative	question
I / You / We / They / He / She / It <b>will</b> eat fruit.	I / You / We / They / He / She / It <b>won't</b> (will not) eat fruit.	<b>Will</b> I / you / we / they / he / she / it eat fruit?

### Going to

positive	negative	question
I'm (am) going to eat fruit.	I'm (am) not going to eat fruit.	<b>Am</b> I going to eat fruit?
You / We / They're (are) going to eat fruit.	You / We / They're (are) not going to eat fruit.	<b>Are</b> you / we / they going to eat fruit?
He / She / it's (is) going to eat fruit.	He / She / it's (is) not going to eat fruit.	<b>Is</b> he / she / it going to eat fruit?

### Present continuous

See table on previous page.

### Future continuous

positive	negative	question
I / You / We / They / He / She / It <b>will</b> be eating fruit.	I / You / We / They / He / She / It <b>will</b> not be eating fruit.	<b>Will</b> I / you / we / they / he / she / it be eating fruit?

### Future perfect

positive	negative	question
I / You / We / They / He / She / It <b>will</b> have eaten fruit.	I / You / We / They / He / She / It <b>won't</b> (will not) have eaten fruit.	<b>Will</b> I / you / we / they / he / she / it have eaten fruit?

## Modals

### Can, could, must, may, might, shall, should, will, would

positive	negative	question
I / You / We / They / He / She / It <b>might</b> eat fruit.	I / You / We / They / He / She / It <b>could</b> not eat fruit.	<b>Should</b> I / you / we / they / he / she / it eat fruit?

### Semi-modals: need, have to, ought to, used to

positive	negative	question
I / You / We / They <b>have to</b> eat fruit.	I / You / We / They <b>don't</b> (do not) <b>have to</b> eat fruit.	<b>Do</b> I / you / we / they <b>have to</b> eat fruit?
He / She / It <b>has to</b> eat fruit.	He / She / It <b>doesn't</b> (does not) <b>have to</b> eat fruit.	<b>Does</b> he / she / it <b>have to</b> eat fruit?

## Conditionals

### Real conditionals

If clause	Main clause
If you <b>eat</b> fruit every day,	you <b>don't</b> (do not) <b>need</b> to take vitamin supplements.
If they <b>don't</b> (do not) <b>eat</b> the fruit,	I'll (will) eat it.
If she's (has) <b>eaten</b> all the fruit,	we <b>can buy</b> some more.

### Unreal conditionals

If clause	Main clause
If I <b>were</b> you,	I'd (would) eat fruit.
If I <b>hadn't</b> (had not) <b>eaten</b> all the fruit,	I <b>could give</b> you some.
If she'd (had) <b>eaten</b> fruit,	She <b>wouldn't</b> (would not) <b>have</b> been hungry.

### I wish

Wish	Fact
I <b>wish</b> I <b>had</b> some fruit.	I <b>don't have</b> any fruit, but I want some.
I <b>wish</b> I <b>hadn't</b> (had not) <b>eaten</b> all the fruit.	I <b>ate</b> all the fruit, and that was a bad idea.



## Common irregular verbs

Verb	Past simple	Past participle
be	was <i>or</i> were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got <i>or</i> gotten
give	gave	given
go	went	gone <i>or</i> been
grow	grew	grown
have	had	had
hide	hid	hidden
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learnt <i>or</i> learned	learnt <i>or</i> learned

Verb	Past simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written





### Checking the meaning of words and phrases

1. What does ... mean?
2. How do you say ... in English?
3. Does ... mean ...?

### Asking for clarification

1. I'm not sure I understand.
2. Sorry, what does ... mean?
3. Can you explain that in another way, please?

### Asking for repetition

1. Sorry, could you repeat that, please?
2. Can you say that again, please?
3. I didn't catch that. Did you say ... or ...?

### Checking answers

1. What did you write for this question?
2. Where did you see that in the text?
3. Why did you choose that answer?

### Asking for opinions

1. What do you think about...?
2. What's your opinion?
3. Do you have any thoughts on this?

### Giving your opinion

1. I think...
2. I'd say...
3. In my opinion, ...

### Not having a strong opinion

1. I'm not really sure.
2. I've never really thought about it.
3. I don't have any strong ideas about this.

### Asking for more information

1. Why do you think that?
2. In what way?
3. Can you give an example?

### Checking understanding

1. Do you know what I mean?
2. Do you see what I'm saying?
3. Does that make sense?

### Taking turns

1. Would you like to go first?
2. Whose turn is it?
3. I think it's my turn.

### Ordering things or ideas

1. This should be first because...
2. I think this comes next because...
3. For me, this is the most important because...

## CEFR descriptors for all modules and units



Coursebook unit	CEFR strategy or competence	CEFR descriptor	Coursebook adapted outcome
<b>Module 1: Family and the home</b>			
Unit 1: Listening	Oral comprehension	B1 Can understand the main points of what is said in a straightforward monologue, provided the delivery is clear and relatively slow.	I can understand the main points of a monologue.
Unit 2: Speaking	Oral production	B1 Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.	I can describe something familiar fluently.
Unit 3: Reading	Reading comprehension	B1 Can understand straightforward personal letters, emails or postings giving a relatively detailed account of events and experiences.	I can understand short messages with a detailed account of events and experiences.
Unit 4: Writing	Written production	B1 Can give straightforward, detailed descriptions on a range of familiar subjects within their field of interest.	I can write a detailed description about something familiar.
<b>Module 2: School and childhood</b>			
Unit 1: Listening	Oral comprehension	B1 Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc, including short narratives.	I can understand the main points made by someone speaking about school.
Unit 2: Speaking	Oral interaction	B1 Can express beliefs, opinions and agreement and disagreement politely.	I can give my opinion and agree/disagree politely.
Unit 3: Reading	Reading comprehension	B1+ Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (eg critical contributions to an online discussion forum or readers' letters to the editor).	I can understand people's points of view on forums.
Unit 4: Writing	Written interaction	B1+ Can compose basic formal emails/letters (eg to make a complaint and request action).	I can write a short, formal email.
<b>Module 3: Travel and transport</b>			
Unit 1: Listening	Oral comprehension	B1 Can generally follow the main points of extended discussion, provided it is clearly articulated in standard language or a familiar variety.	I can follow the main points of extended discussions.
Unit 2: Speaking	Oral interaction	B1 Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, eg asking a passenger where to get off for an unfamiliar destination.	I can deal with common problems connected to travel.
Unit 3: Reading	Reading comprehension	B1 Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.	I can read and understand factual texts.
Unit 4: Writing	Written production	B1 Can give a description of an event, a recent trip - real or imagined.	I can describe a recent trip (real or imaginary).



Coursebook unit	CEFR strategy or competence	CEFR descriptor	Coursebook adapted outcome
<b>Module 4: Jobs and work</b>			
Unit 1: Listening	Oral comprehension	B1+ Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.	I can understand information about job-related topics, identifying general and specific details.
Unit 2: Speaking	Oral interaction	B1 Can find out and pass on straightforward factual information.	I can find out information from one person and share it with someone else.
Unit 3: Reading	Reading comprehension	B1 Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.	I can find and understand information in everyday texts.
Unit 4: Writing	Written production	B1 Can produce straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.	I can write an article about a familiar topic, connecting multiple ideas.
<b>Module 5: Friends and relationships</b>			
Unit 1: Listening	Oral comprehension	B1 Can understand the main points and important details in stories and other narratives (eg a description of a holiday), provided the delivery is slow and clear.	I can understand the main points and important details in stories.
Unit 2: Speaking	Oral production	B1 Can give detailed accounts of experiences, describing feelings and reactions.	I can give detailed accounts of experiences, describing feelings and reactions.
Unit 3: Reading	Reading comprehension	B1 Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a penfriend.	I can understand the description of events, feelings and wishes in personal letters.
Unit 4: Writing	Online interaction	B1 Can make personal online postings about experiences, feelings and events and respond individually to the comments of others in some detail, though lexical limitations sometimes cause repetition and inappropriate formulation.	I can respond to online posts about experiences and feelings.
<b>Module 6: Sport and exercise</b>			
Unit 1: Listening	Oral comprehension	B1 Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard language or a familiar variety.	I can follow the outline of short talks on a familiar topic.
Unit 2: Speaking	Oral production	B1+ Can give simple reasons to justify a viewpoint on a familiar topic.	I can give reasons to support my point of view.
Unit 3: Reading	Reading comprehension	B1 Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.	I can understand factual information in a text.
Unit 4: Writing	Written production	B1 Can produce very brief reports in a standard conventionalised format, which pass on routine factual information and state reasons for actions.	I can produce short reports that share information and give reasons for actions.



Coursebook unit	CEFR strategy or competence	CEFR descriptor	Coursebook adapted outcome
<b>Module 7: Technology</b>			
Unit 1: Listening	Oral comprehension	B1+ Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.	I can understand the main points of adverts and reviews.
Unit 2: Speaking	Oral interaction	B1 Can ask in a shop for an explanation of the difference between two or more products serving the same purpose, in order to make a decision, posing follow-up questions as necessary.	I can ask in a shop for an explanation of the difference between two or more products.
Unit 3: Reading	Reading comprehension	B1 Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language.	I can understand a writer's feelings and perspective in magazine articles.
Unit 4: Writing	Written interaction	B1 Can formulate notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in their everyday life, getting across comprehensibly the points they feel are important.	I can write short notes giving simple, relevant information.
<b>Module 8: Museums</b>			
Unit 1: Listening	Oral comprehension	B1 Can understand the main points of what is said in a straightforward monologue (eg a guided tour), provided the delivery is clear and relatively slow.	I can understand the main points of a guided tour.
Unit 2: Speaking	Mediating a text	B1 Can relay (in Language B) specific information given in straightforward informational texts (eg leaflets, brochure entries, notices and letters or emails) (in Language A).	I can share specific information from leaflets and websites.
Unit 3: Reading	Reading comprehension	B1 Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.	I can understand the main points of descriptive notes in museums.
Unit 4: Writing	Written production	B1+ Can produce short, simple essays on topics of interest.	I can produce short, simple essays on topics of interest.

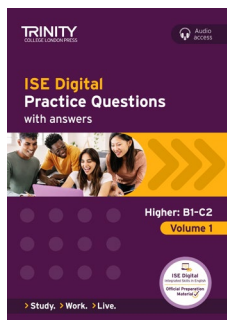
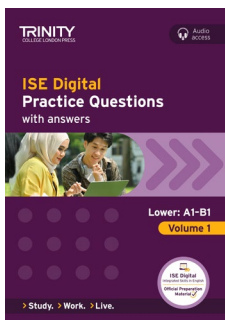




Coursebook unit	CEFR strategy or competence	CEFR descriptor	Coursebook adapted outcome
<b>All modules</b>			
Unit 5: Beyond the book	Oral comprehension	B1+ Can understand the information content of the majority of recorded or broadcast material on topics of personal interest delivered in clear standard language.	I can understand the main information from podcasts, radio shows, documentaries, clips, etc.
	Oral interaction	B1+ Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within their field with some confidence.	I can check my understanding of information with other people.
	Reading comprehension	B1 Can understand most factual information that they are likely to come across on familiar subjects of interest, provided they have sufficient time for rereading.	I can understand the main ideas in written texts.
	Written production	B1+ Can summarise, report and give their opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.	I can write a summary of the main ideas about a topic.
	Mediating concepts	B1+ Can collaborate on a shared task, eg formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.	I can work with other people on a group project.

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